

Evaluation Descriptors for Each of the Professional Practices Models and Predominant STAR Crosswalk Indicators

Model	Danielson	Marzano	CEL 5D+
Descriptors	22 Total	31 Total	37 Total
CRITERION 1 <i>Centering instruction on high expectations for student achievement.</i> Keyword: EXPECTATIONS STAR Crosswalk: K4, A10, A11, R14	3 Descriptors Model Focus: <i>Purpose Collaboration</i> STAR Crosswalk: K4, T7, T8, A10, A11, R14	4 Descriptors Model Focus: <i>Purpose Environment</i> STAR Crosswalk: K4, A10, A11, R13	5 Descriptors Model Focus: <i>Purpose Collaboration</i> STAR Crosswalk: K4, T8, A10, A11, R14
CRITERION 2 <i>Demonstrating effective teaching practices.</i> Keyword: INSTRUCTION STAR Crosswalk: T7, T8, T9, R14	2 Descriptors Model Focus: <i>Cognition Discussion</i> STAR Crosswalk: T7, T8, T9, 14	8 Descriptors (Plus 24 Elements) Model Focus: <i>Knowledge Cognition Interest Discussion</i>	5 Descriptors Model Focus: <i>Cognition Discussion</i> STAR Crosswalk: K4, K5, K6, T7, T8, A10, A11, R14
CRITERION 3 <i>Recognizing individual student learning needs and developing strategies to address those needs.</i> Keyword: DIFFERENTIATION STAR Crosswalk: A10, A11, R15	2 Descriptors Model Focus: <i>Interest Differentiation</i> STAR Crosswalk: A10, A11, R15	2 Descriptors Model Focus: <i>Interest Differentiation</i> STAR Crosswalk: A10, A11, R15	5 Descriptors Model Focus: <i>Culture Differentiation</i> STAR Crosswalk: A10, A11, R15
CRITERION 4 <i>Providing clear and intentional focus on subject matter content and curriculum.</i> Keyword: CONTENT KNOWLEDGE STAR Crosswalk: K4, A10, A11	4 Descriptors Model Focus: <i>Purpose Differentiation</i> STAR Crosswalk: K4, T7, A10, A11, R15	2 Descriptors Model Focus: <i>Targets Resources</i> STAR Crosswalk: S3, K4, A11, A12	5 Descriptors Model Focus: <i>Purpose Content</i> STAR Crosswalk: K4, K5, A10



<p>CRITERION 5 <i>Fostering and managing a safe, positive learning environment.</i></p> <p>Keyword: LEARNING ENVIRONMENT</p> <p>STAR Crosswalk: R13, R14, R15</p>	<p>4 Descriptors</p> <p>Model Focus: <i>Environment Interactions</i></p> <p>STAR Crosswalk: R13, R14, R15</p>	<p>6 Descriptors</p> <p>Model Focus: <i>Environment Interactions</i></p> <p>STAR Crosswalk: R13, R14</p>	<p>6 Descriptors</p> <p>Model Focus: <i>Environment Interactions</i></p> <p>STAR Crosswalk: R13, R14</p>
<p>CRITERION 6 <i>Using multiple student data elements to modify instruction and improve student learning.</i></p> <p>Keyword: ASSESSMENT</p> <p>STAR Crosswalk: K4, T9, R15</p>	<p>3 Descriptors</p> <p>Model Focus: <i>Outcomes Rubrics Differentiation</i></p> <p>STAR Crosswalk: K4, T7, T8, T9, R15</p>	<p>3 Descriptors</p> <p>Model Focus: <i>Outcomes Rubrics Differentiation</i></p> <p>STAR Crosswalk: K4, T9, R15</p>	<p>5 Descriptors</p> <p>Model Focus: <i>Outcomes Self-assessment</i></p> <p>STAR Crosswalk: K4, T9</p>
<p>CRITERION 7 <i>Communicating and collaborating with parents and the school community.</i></p> <p>Keyword: FAMILY and COMMUNITY</p> <p>STAR Crosswalk: A12</p>	<p>1 Descriptor</p> <p>Model Focus: <i>Family</i></p> <p>STAR Crosswalk: A12</p>	<p>2 Descriptors</p> <p>Model Focus: <i>Family Community</i></p> <p>STAR Crosswalk: A12</p>	<p>2 Descriptors</p> <p>Model Focus: <i>Family</i></p> <p>STAR Crosswalk: T9, A12</p>
<p>CRITERION 8 <i>Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.</i></p> <p>Keyword: PROFESSIONAL PRACTICE STAR PROCESS</p>	<p>3 Descriptors</p> <p>Model Focus: <i>Collaboration Pedagogy</i></p> <p>STAR Crosswalk: PROCESS</p>	<p>4 Descriptors</p> <p>Model Focus: <i>PLCs PD Growth</i></p> <p>STAR Crosswalk: PROCESS</p>	<p>4 Descriptors</p> <p>Model Focus: <i>Collaboration Pedagogy</i></p> <p>STAR Crosswalk: R13, PROCESS</p>



DANIELSON
Framework for Teaching at a Glance
&
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S kills	S1, S2, S3	(n = 26 strategies)
knowledge	K4, K5, K6	(n – 24 strategies)
T hinking	T7, T8, T9	(n = 29 strategies)
A pplication	A10, A11, A12	(n = 27 strategies)
R elationships	R13, R14, R15	(n = 25 strategies)

STAR	= Evaluation element is built into the entire Framework
PROCESS	= Evaluation element is supported by following the STAR Protocol & Process
PLANNER	= Evaluation element is supported by the STAR Pedagogical Lesson Planner
RUBRIC	= Evaluation element is supported by STAR Student Engagement Scale

DANIELSON at a Glance

Criterion 1	Criterion 2	Criterion 3
Centering instruction on high expectations for student achievement	Demonstrating effective teaching practices	Recognizing individual student learning needs and developing strategies to address those needs
<i>Domain 2: The Classroom Environment</i> 2b: Establishing a Culture for Learning K4, T7, T8, T9, A10, A11, R13, R14 <i>Domain 3: Instruction</i> 3a: Communicating with Students K4, A10, A11, R14 3c: Engaging Students In Learning K4, T7, T8, A10, A11, R14, R15, RUBRIC	<i>Domain 3: Instruction</i> 3b: Using Questioning and Discussion Techniques T7, T8, T9, R14, STAR <i>Domain 4: Professional Responsibilities</i> 4a: Reflecting on Teaching PROCESS	<i>Domain 1: Planning and Preparation</i> 1b: Demonstrating Knowledge of Students A10, R13, R15 <i>Domain 3: Instruction</i> 3e: Demonstrating Flexibility and Responsiveness T7, A10, A11, R15 3.1: Establish Student Growth Goal(s)
Criterion 4	Criterion 5	Criterion 6
Providing clear and intentional focus on subject matter content and curriculum	Fostering and managing a safe, positive learning environment	Using multiple student data elements to modify instruction and improve student learning
<i>Domain 1: Planning and Preparation</i> 1a: Demonstrating Knowledge of Content and Pedagogy K4, T7, A10 1c: Setting Instructional Outcomes K4, A10, A11, R15 1d: Demonstrating Knowledge of Resources S3, A12 1e: Designing Coherent Instruction K4, T7, A10, A11, R14, R15, PLANNER	<i>Domain 2: The Classroom Environment</i> 2a: Creating an Environment of Respect and Rapport R13, R14 2c: Managing Classroom Procedures R13, R14 2d: Managing Student Behavior R13, R14, R15 2e: Organizing Physical Space R13	<i>Domain 1: Planning and Preparation</i> 1f: Designing Student Assessments K4, T9, R15, PLANNER <i>Domain 3: Instruction</i> 3d: Using Assessment in Instruction T7, T8, T9 <i>Domain 4: Professional Responsibilities</i> 4b: Maintaining Accurate Records T9 6.1: Establish Student Growth Goal(s)
Criterion 7	Criterion 8	
Communicating and collaborating with parents and the school community.	Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	
<i>Domain 4: Professional Responsibilities</i> 4c: Communicating with Families A12	<i>Domain 4: Professional Responsibilities</i> 4d: Participating in a Professional Community PROCESS / PLANNER 4e: Growing and Developing Professionally PROCESS / PLANNER 4f: Showing Professionalism PROCESS / PLANNER 8.1: Establish Student Growth Goal(s), Implement, and Monitor Growth	

State Teacher Evaluation Criteria	Danielson Professional Practices Framework	BERC STAR Instructional Framework
Criterion 1 Centering instruction on high expectations for student achievement	<i>Domain 2: The Classroom Environment</i> 2b: Establishing a Culture for Learning <i>Domain 3: Instruction</i> 3a: Communicating with Students 3c: Engaging Students In Learning	K4, T7, T8, T9, A10, A11, R13, R14 K4, A10, A11, R14 K4, T7, T8, A10, A11, R14, R15, RUBRIC
Criterion 2 Demonstrating effective teaching practices	<i>Domain 3: Instruction</i> 3b: Using Questioning and Discussion Techniques <i>Domain 4: Professional Responsibilities</i> 4a: Reflecting on Teaching	T7, T8, T9, R14, STAR PROCESS
Criterion 3 Recognizing individual student learning needs and developing strategies to address those needs	<i>Domain 1: Planning and Preparation</i> 1b: Demonstrating Knowledge of Students <i>Domain 3: Instruction</i> 3e: Demonstrating Flexibility and Responsiveness 3.1: Establish Student Growth Goal(s)	A10, R13, R15 T7, A10, A11, R15
Criterion 4 Providing clear and intentional focus on subject matter content and curriculum	<i>Domain 1: Planning and Preparation</i> 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction	K4, T7, A10 K4, A10, A11, R15 S3, A12 K4, T7, A10, A11, R14, R15, PLANNER
Criterion 5 Fostering and managing a safe, positive learning environment	<i>Domain 2: The Classroom Environment</i> 2a: Creating an Environment of Respect and Rapport 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space	R13, R14 R13, R14 R13, R14, R15 R13
Criterion 6 Using multiple student data elements to modify instruction and improve student learning	<i>Domain 1: Planning and Preparation</i> 1f: Designing Student Assessments <i>Domain 3: Instruction</i> 3d: Using Assessment in Instruction <i>Domain 4: Professional Responsibilities</i> 4b: Maintaining Accurate Records 6.1: Establish Student Growth Goal(s)	K4, T9, R15, PLANNER T7, T8, T9 T9
Criterion 7 Communicating and collaborating with parents and the school community.	<i>Domain 4: Professional Responsibilities</i> 4c: Communicating with Families	A12
Criterion 8 Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	<i>Domain 4: Professional Responsibilities</i> 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism 8.1: Establish Student Growth Goal(s), Implement, and Monitor Growth	PROCESS / PLANNER PROCESS / PLANNER PROCESS / PLANNER

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knowledge	K4, K5, K6	(n – 24 strategies)
T hinking	T7, T8, T9	(n = 29 strategies)
A pplication	A10, A11, A12	(n = 27 strategies)
R elationships	R13, R14, R15	(n = 25 strategies)

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MARZANO at a Glance

Criterion 1	Criterion 2	
Centering instruction on high expectations for student achievement.	Demonstrating effective teaching practices.	
<p>Component 1.1: Providing Clear Learning Goals and Scales (Rubrics) K4, A10, A11</p> <p>Component 1.2: Celebrating Success K4, R13</p> <p>Component 1.3: Understanding Students' Interests and Backgrounds A10, R13</p> <p>Component 1.4: Demonstrating Value and Respect for Typically Underserved Students R13</p>	<p>Component 2.1: Interacting with New Knowledge K4, K5, K6, T7, T8, T9, A10, A11, R14,</p> <p>Component 2.2: Organizing Students to Practice and Deepen Knowledge S1, S2, A10</p> <p>Component 2.3: Organizing Students for Cognitively Complex Tasks T8, A11, R14</p> <p>Component 2.4: Asking Questions of Typically Underserved Students T7</p>	<p>Component 2.5: Probing Incorrect Answers with Typically Underserved Students T7</p> <p>Component 2.6: Noticing when Students are Not Engaged S1, K4, T7, A10, A11, R13</p> <p>Component 2.7: Using and Applying Academic Vocabulary K4, K6</p> <p>Component 2.8: Evaluating Effectiveness of Individual Lessons and Units T8, T9, PROCESS</p>
Criterion 3	Criterion 4	Criterion 5
Recognizing individual student learning needs and developing strategies to address those needs.	Providing clear and intentional focus on subject matter content and curriculum.	Fostering and managing a safe, positive learning environment.
<p>Component 3.1: Effective Scaffolding of Information Within Lessons A10, A11</p> <p>Component 3.2: Planning and Preparing for the Needs of All Students R15</p> <p>3.1: Establish Student Growth Goal (s)</p>	<p>Component 4.1: Attention to Established Content Standards K4</p> <p>Component 4.2: Use of Available Resources and Technology S3, A11, A12</p>	<p>Component 5.1: Organizing the Physical Layout of the Classroom R13</p> <p>Component 5.2: Reviewing Expectations to Rules and Procedures R13 R14</p> <p>Component 5.3: Demonstrating "Withitness" R13</p> <p>Component 5.4: Applying Consequences for Lack of Adherence to Rules and Procedures R13 R14</p> <p>Component 5.5: Acknowledging Adherence to Rules and Procedures R13</p> <p>Component 5.6: Displaying Objectivity and Control R13</p>
Criterion 6	Criterion 7	Criterion 8
Using multiple student data elements to modify instruction and improve student learning.	Communicating and collaborating with parents and the school community.	Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.
<p>Component 6.1: Designing Instruction Aligned to Assessment K4, T9, R15</p> <p>Component 6.2: Using Multiple Data Elements R15</p> <p>Component 6.3: Tracking Student Progress T9</p> <p>6.1: Establish Student Growth Goal (s)</p>	<p>Component 7.1: Promoting Positive Interactions about Students and Parents – Courses, Programs and School Events A12</p> <p>Component 7.2: Promoting Positive Interactions about Students and Parents – Timeliness and Professionalism A12</p>	<p>Component 8.1: Seeking Mentorship for Areas of Need or Interest PROCESS</p> <p>Component 8.2: Promoting Positive Interactions with Colleagues PROCESS</p> <p>Component 8.3: Participating in District and School Initiatives</p> <p>Component 8.4: Monitoring Progress Relative to the Professional Growth and Development Plan</p> <p>8.1: Establish Student Growth Goal(s), Implement, and Monitor Growth</p>

State Teacher Evaluation Criteria	Marzano Professional Practices Framework	BERC STAR Instructional Framework
<p>Criterion 1</p> <p>Centering instruction on high expectations for student achievement</p>	<p>Component 1.1: Providing Clear Learning Goals and Scales (Rubrics)</p> <p>Component 1.2: Celebrating Success</p> <p>Component 1.3: Understanding Students' Interests and Backgrounds</p> <p>Component 1.4: Demonstrating Value and Respect for Typically Underserved Students</p>	<p>K4, A10, A11</p> <p>K4, R13</p> <p>A10, R13</p> <p>R13</p>
<p>Criterion 2</p> <p>Demonstrating effective teaching practices</p>	<p>Component 2.1: Interacting with New Knowledge</p> <p>Component 2.2: Organizing Students to Practice and Deepen Knowledge</p> <p>Component 2.3: Organizing Students for Cognitively Complex Tasks</p> <p>Component 2.4: Asking Questions of Typically Underserved Students</p> <p>Component 2.5: Probing Incorrect Answers with Typically Underserved Students</p> <p>Component 2.6: Noticing when Students are Not Engaged</p> <p>Component 2.7: Using and Applying Academic Vocabulary</p> <p>Component 2.8: Evaluating Effectiveness of Individual Lessons and Units</p>	<p>K4, K5, K6, T7, T8, T9, A10, A11, R14</p> <p>S1, S2, A10</p> <p>T8, A11, R14</p> <p>T7</p> <p>T7</p> <p>S1, K4, T7, A10, A11, R13</p> <p>K4, K6</p> <p>T8, T9, PROCESS</p>
<p>Criterion 3</p> <p>Recognizing individual student learning needs and developing strategies to address those needs</p>	<p>Component 3.1: Effective Scaffolding of Information Within Lessons</p> <p>Component 3.2: Planning and Preparing for the Needs of All Students</p> <p>3.1: Establish Student Growth Goal(s)</p>	<p>A10, A11</p> <p>R15</p>
<p>Criterion 4</p> <p>Providing clear and intentional focus on subject matter content and curriculum</p>	<p>Component 4.1: Attention to Established Content Standards</p> <p>Component 4.2: Use of Available Resources and Technology</p>	<p>K4</p> <p>S3, A11, A12</p>
<p>Criterion 5</p> <p>Fostering and managing a safe, positive learning environment</p>	<p>Component 5.1: Organizing the Physical Layout of the Classroom</p> <p>Component 5.2: Reviewing Expectations to Rules and Procedures</p> <p>Component 5.3: Demonstrating "Withitness"</p> <p>Component 5.4: Applying Consequences for Lack of Adherence to Rules and Procedures</p> <p>Component 5.5: Acknowledging Adherence to Rules and Procedures</p> <p>Component 5.6: Displaying Objectivity and Control</p>	<p>R13</p> <p>R13, R14</p> <p>R13</p> <p>R13, R14</p> <p>R13</p> <p>R13</p>

Criterion 6	Component 6.1: Designing Instruction Aligned to Assessment	K4, T9, R15
Using multiple student data elements to modify instruction and improve student learning	Component 6.2: Using Multiple Data Elements Component 6.3: Tracking Student Progress 6.1: Establish Student Growth Goal(s)	R15 T9
Criterion 7	Component 7.1: Promoting Positive Interactions about Students and Parents – Courses, Programs and School Events	A12
Communicating and collaborating with parents and the school community.	Component 7.2: Promoting Positive Interactions about Students and Parents – Timeliness and Professionalism	A12
Criterion 8	Component 8.1: Seeking Mentorship for Areas of Need or Interest	PROCESS
Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	Component 8.2: Promoting Positive Interactions with Colleagues Component 8.3: Participating in District and School Initiatives Component 8.4: Monitoring Progress Relative to the Professional Growth and Development Plan 8.1: Establish Student Growth Goal(s), Implement, and Monitor Growth	PROCESS

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CEL 5D+ at a Glance

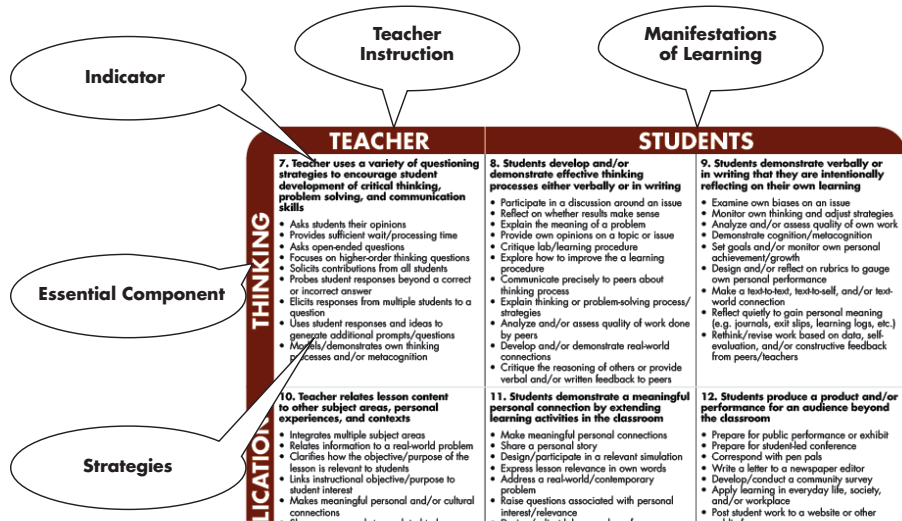
Criterion 1	Criterion 2	Criterion 3
Centering instruction on high expectations for student achievement	Demonstrating effective teaching practices	Recognizing individual student learning needs and developing strategies to address those needs
<p><i>Purpose</i> P1: Connection to standards, broader purpose and transferable skill K4, A10, A11 P4: Communication of learning target(s) K4 P5: Success criteria and performance task(s) K4</p> <p><i>Student Engagement</i> SE3: Work of high cognitive demand T7, T8, R14</p> <p><i>Classroom Environment & Culture</i> CEC3: Discussion, collaboration and accountability K4, T8, R14</p>	<p><i>Student Engagement</i> SE1: Quality of questioning T7, T8, R14 SE5: Expectation, support and opportunity for participation and meaning making K5, T8, A11, R14 SE6: Substance of student talk K5, K6, R14</p> <p><i>Curriculum & Pedagogy</i> CP6: Scaffolds the task K4, T7, A10 CP7: Gradual release of responsibility S3</p>	<p><i>Purpose</i> P3: Teaching point(s) are based on students' learning needs A10, R15</p> <p><i>Student Engagement</i> SE2: Ownership of learning A11, R15 SE4: Strategies that capitalize on learning needs of students A10, R15</p> <p><i>Curriculum & Pedagogy</i> CP5: Differentiated instruction R15</p> <p><i>Assessment for Student Learning</i> A6: Teacher use of formative assessment data T9, R15</p>
Criterion 4	Criterion 5	Criterion 6
Providing clear and intentional focus on subject matter content and curriculum	Fostering and managing a safe, positive learning environment	Using multiple student data elements to modify instruction and improve student learning
<p><i>Purpose</i> P2: Connection to previous and future lessons K4, A10</p> <p><i>Curriculum & Pedagogy</i> CP1: Alignment of instructional materials and tasks S3, K4 CP2: Discipline-specific conceptual understanding K5 CP3: Pedagogical content knowledge K5, K6 CP4: Teacher knowledge of content K4, A10</p>	<p><i>Classroom Environment & Culture</i> CEC1: Arrangement of classroom R13 CEC2: Accessibility and use of materials R13 CEC4: Use of learning time R13 CEC5: Managing student behavior R13, R14 CEC6: Student status R13, R14 CEC7: Norms for learning R13</p>	<p><i>Assessment for Student Learning</i> A1: Self-assessment of learning connected to the success criteria T9 A2: Demonstration of learning K4, T9 A3: Formative assessment opportunities K4, T9 A4: Collection systems for formative assessment data R13 A5: Student use of assessment data T9</p>
Criterion 7	Criterion 8	
Communicating and collaborating with parents and the school community.	Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	
<p><i>Professional Collaboration & Communication</i> PCC3: Parents and guardians A12 PCC4: Communication within the school community about student progress T9, A12</p>	<p><i>Professional Collaboration & Communication</i> PCC1: Collaboration with peers and administrators to improve student learning PROCESS PCC2: Professional and collegial relationships R13, PROCESS PCC5: Supports school, district, and state curriculum, policy and initiatives R15, PROCESS PCC6: Ethics and advocacy R13, PROCESS</p>	

State Teacher Evaluation Criteria	CEL 5D+ Professional Practices Framework	BERC STAR Instructional Framework
Criterion 1	<i>Purpose</i>	
Centering instruction on high expectations for student achievement	<p>P1: Connection to standards, broader purpose and transferable skill</p> <p>P4: Communication of learning target(s)</p> <p>P5: Success criteria and performance task(s)</p> <p><i>Student Engagement</i></p> <p>SE3: Work of high cognitive demand</p> <p><i>Classroom Environment & Culture</i></p> <p>CEC3: Discussion, collaboration and accountability</p>	<p>K4, A10, A11</p> <p>K4</p> <p>K4</p> <p>T7, T8, R14</p> <p>K4, T8, R14</p>
Criterion 2	<i>Student Engagement</i>	
Demonstrating effective teaching practices	<p>SE1: Quality of questioning</p> <p>SE5: Expectation, support and opportunity for participation and meaning making</p> <p>SE6: Substance of student talk</p> <p><i>Curriculum & Pedagogy</i></p> <p>CP6: Scaffolds the task</p> <p>CP7: Gradual release of responsibility</p>	<p>T7, T8, R14</p> <p>K5, T8, A11, R14</p> <p>K5, K6, R14</p> <p>K4, T7, A10</p> <p>S3</p>
Criterion 3	<i>Purpose</i>	
Recognizing individual student learning needs and developing strategies to address those needs	<p>P3: Teaching point(s) are based on students' learning needs</p> <p><i>Student Engagement</i></p> <p>SE2: Ownership of learning</p> <p>SE4: Strategies that capitalize on learning needs of students</p> <p><i>Curriculum & Pedagogy</i></p> <p>CP5: Differentiated instruction</p> <p><i>Assessment for Student Learning</i></p> <p>A6: Teacher use of formative assessment data</p>	<p>A10, R15</p> <p>A11, R15</p> <p>A10, R15</p> <p>R15</p> <p>T9, R15</p>
Criterion 4	<i>Purpose</i>	
Providing clear and intentional focus on subject matter content and curriculum	<p>P2: Connection to previous and future lessons</p> <p><i>Curriculum & Pedagogy</i></p> <p>CP1: Alignment of instructional materials and tasks</p> <p>CP2: Discipline-specific conceptual understanding</p> <p>CP3: Pedagogical content knowledge</p> <p>CP4: Teacher knowledge of content</p>	<p>K4, A10</p> <p>S3, K4</p> <p>K5</p> <p>K5, K6</p> <p>K4, A10</p>

Criterion 5	<i>Classroom Environment & Culture</i>	
Fostering and managing a safe, positive learning environment	CEC1: Arrangement of classroom CEC2: Accessibility and use of materials CEC4: Use of learning time CEC5: Managing student behavior CEC6: Student status CEC7: Norms for learning	R13 R13 R13 R13, R14 R13, R14 R13
Criterion 6	<i>Assessment for Student Learning</i>	
Using multiple student data elements to modify instruction and improve student learning	A1: Self-assessment of learning connected to the success criteria A2: Demonstration of learning A3: Formative assessment opportunities A4: Collection systems for formative assessment data A5: Student use of assessment data	T9 K4, T9 K4, T9 R13 T9
Criterion 7	<i>Professional Collaboration & Communication</i>	
Communicating and collaborating with parents and the school community	PCC3: Parents and guardians PCC4: Communication within the school community about student progress	A12 T9, A12
Criterion 8	<i>Professional Collaboration & Communication</i>	
Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning	PCC1: Collaboration with peers and administrators to improve student learning PCC2: Professional and collegial relationships PCC5: Supports school, district, and state curriculum, policy and initiatives PCC6: Ethics and advocacy	PROCESS R13, PROCESS R15, PROCESS R13, PROCESS

The STAR Framework for Powerful Teaching and Learning

Powerful Teaching and Learning™ is a catalyst for school-wide Second Order Change. Using the STAR Framework, educators internalize the concepts behind Powerful Teaching and Learning and learn to recognize them in classroom practice, before focusing on specific classroom strategies. Both cognitive science and school research point to common elements of instructional practice and student experience that correlate with higher student achievement scores. These elements are identified in the STAR Framework for Powerful Teaching and Learning and serve to help educators develop common language related to teaching and learning within schools.



	TEACHER	STUDENTS	
SKILLS	1. Teacher provides an opportunity for students to develop and/or demonstrate skills <ol style="list-style-type: none"> Requires elaborate reading/writing/speaking Asks students to produce poetry/essays/journals/research papers Asks students to complete response logs/lab reports/data tables/graphic displays Provides opportunities for modeling/diagramming/displaying/solving/demonstrating Provides opportunities for students to practice dialogue/debates/skits/presentations/arguments 	2. Students' skills are used to demonstrate conceptual understanding <ol style="list-style-type: none"> Organize/sequence/categorize information Consider alternatives Interpret and/or evaluate Predict/hypothesize Compare/contrast Analyze cause and effect Develop model/simulation/original creation Understand and use stated assumptions Communicate conceptual understanding Practice Socratic dialogue Take extensive (e.g. Cornell) notes Participate in a discussion/debate/oral presentation 	3. Students demonstrate appropriate methods and/or use appropriate tools to acquire/represent information <ol style="list-style-type: none"> Read and/or analyze text or other data Use manipulatives/maps/primary sources Conduct interviews or focus groups Identify information sources to be used Produce a piece of creative or expository writing Develop and/or use graph/two-way table/graphic organizer/thinking map Construct a written or visual explanation to a phenomenon Develop a visual (or other artistic) representation of information Use technology tools to explore and deepen understanding of concepts
KNOWLEDGE	4. Teacher assures the focus of the lesson is clear to all students and that activities/tasks are aligned with the lesson objective/purpose <ol style="list-style-type: none"> Aligns lesson with common core state standards, goals, and/or learning targets Assures students are aware of lesson objective/purpose Asks students to explain lesson objective/purpose to one another Assures students know how to meet the lesson objective/purpose Asks students to explain how activities/tasks align with the lesson objective/purpose Organizes lesson around a theme, guiding/essential question and/or an enduring understanding 	5. Students construct knowledge and/or manipulate information to build on prior learning, to discover new meaning, and/or to develop conceptual understanding, not just recall <ol style="list-style-type: none"> Synthesize information Analyze/critically examine information Discuss a public issue Use evidence/data to support an opinion Arrive at a conclusion or interpretation Identify/discern a pattern or structure Represent information in a non-linguistic, (artistic/graphic/visual) format Generate their own ideas, questions, or hypotheses based on stated information Explore the truth of conjectures and/or justify conclusions 	6. Students engage in significant communication, which could include speaking/writing, that builds and/or demonstrates conceptual knowledge and understanding <ol style="list-style-type: none"> Make distinctions Apply/explain/debate ideas Form generalizations Formulate coherent/complete questions Conduct a simulation Communicate using symbolic representation Demonstrate the use of vocabulary and fundamental concepts of a subject area Ask useful questions to clarify or improve an argument Participate in a literature circle or Socratic seminar



TEACHER

STUDENTS

THINKING

7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills

- Asks students their opinions
- Provides sufficient wait/processing time
- Asks open-ended questions
- Focuses on higher-order thinking questions
- Solicits contributions from all students
- Probes student responses beyond a correct or incorrect answer
- Elicits responses from multiple students to a question
- Uses student responses and ideas to generate additional prompts/questions
- Models/demonstrates own thinking processes and/or metacognition

8. Students develop and/or demonstrate effective thinking processes either verbally or in writing

- Participate in a discussion around an issue
- Reflect on whether results make sense
- Explain the meaning of a problem
- Provide own opinions on a topic or issue
- Critique lab/learning procedure
- Explore how to improve a learning procedure
- Analyze and/or assess quality of work done by peers
- Develop and/or demonstrate real-world connections
- Critique the reasoning of others or provide verbal and/or written feedback to peers

9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning

- Examine own biases on an issue
- Monitor own thinking and adjust strategies
- Analyze and/or assess quality of own work
- Demonstrate cognition/metacognition
- Set goals and/or monitor own personal achievement/growth
- Design and/or reflect on rubrics to gauge own personal performance
- Make a text-to-text, text-to-self, and/or text-world connection
- Reflect quietly to gain personal meaning (e.g. journals, exit slips, learning logs, etc.)
- Rethink/revise work based on data, self-evaluation, and/or constructive feedback from peers/teachers

APPLICATION

10. Teacher relates lesson content to other subject areas, personal experiences, and contexts

- Integrates multiple subject areas
- Relates information to a real-world problem
- Clarifies how the objective/purpose of the lesson is relevant to students
- Links instructional objective/purpose to student interest
- Makes meaningful personal and/or cultural connections
- Shares a personal story related to lesson content
- Demonstrates connection to a personal experience
- Connects lesson objective/purpose/outcomes to previous and/or future learning

11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom

- Make meaningful personal connections
- Share a personal story
- Design/participate in a relevant simulation
- Express lesson relevance in own words
- Address a real-world/contemporary problem
- Raise questions associated with personal interest/relevance
- Design/adjust lab procedures for an experiment
- Present work and/or finished projects to an audience in the classroom
- Articulate the purpose and/or relevance of a theme, project, problem, or question

12. Students produce a product and/or performance for an audience beyond the classroom

- Prepare for public performance or exhibit
- Prepare for student-led conference
- Correspond with pen pals
- Write a letter to an external audience
- Develop/conduct a community survey
- Partner with community members/businesses
- Apply learning in everyday life, society, and/or workplace
- Post student work to a website or other public forum
- Produce an informative or persuasive piece of work (essay, argument, play, brochure, etc.)
- Participate in a service-based learning project, job shadow, internship, and/or mentorship

RELATIONSHIPS

13. Teacher assures the classroom is a positive, inspirational, safe, and challenging academic environment

- Interacts positively with students
- Models and expects responsible behavior
- Provides challenging assignments
- Establishes a culture for learning
- Demonstrates knowledge of students
- Seeks knowledge of students (background, culture, interests, special needs)
- Organizes the physical space to maximize learning
- Develops an atmosphere of respect, rapport, sincerity, warmth, and/or humor
- Demonstrates flexibility and responsiveness to student needs
- Creates a welcoming environment where students feel safe, secure, and respected
- Assures routines and rituals are in place that allow students to work and move comfortably in the room

14. Students work collaboratively to share knowledge, complete projects, and/or critique their work

- Correct peer behavior when necessary
- Ensure all voices are heard in a discussion
- Take an active role in monitoring own behavior within a group
- Contribute to the management of instructional groups
- Practice active listening, extend discussions, enrich dialogue with peers
- Make comments and/or responds to peers in a positive and constructive manner
- Participate in writing groups/peer editing groups/reading groups/research groups/lab groups/problem solving groups
- Receive social support for learning through periodic grouping with peers (e.g. response partners, turn and talk, triads, small groups, think-pair-share, etc.)

15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning)

- Participate in enrichment and/or remediation activities
- Experience multiple ways to practice a concept and/or new learning
- Share own ideas, thoughts, and/or feelings relevant to lesson topic and/or task
- Make own choices about ways to approach learning tasks
- Progress through the lesson based on own needs rather than text progression
- Work in an environment that takes into account their background, culture, interests, or special needs