

Desired Effect List

	Element	Focus Statement	Desired Effect
DOMAIN 1 Standards-Based Planning	Planning Standards-Based Lessons/Units	Using established content standards, the teacher plans rigorous units with learning targets that demonstrate a progression of learning.	Teacher provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets that demonstrate a progression of learning.
	Aligning Resources to Standard(s)	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.	Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons.
	Planning to Meet the Needs of Diverse Learners	Teacher plans to meet the needs of diverse learners by using data and/or relevant information.	Teacher provides evidence of adaptations to meet the needs of diverse learners.

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DOMAIN 2 Standards-Based Instruction	Identifying Critical Content from the Standards	Teacher uses the progression of standards-based learning targets to identify accurate critical content during a lesson or part of a lesson.	Formative evidence demonstrates students know what content is important and what is not important as it relates to the learning target(s).
	Previewing New Content	Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.	Formative evidence demonstrates students make a link from what they know to what is about to be learned.
	Helping Students Process New Content	Teacher systematically engages students and/or groups in processing and generating conclusions about new content.	Formative evidence demonstrates students and/or groups can summarize and generate conclusions about the new content during classroom interactions.
	Using Questions to Help Students Elaborate on Content	Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.	Formative evidence demonstrates students accurately elaborate on content.
	Reviewing Content	Teacher engages students in brief review of content that highlights the cumulative nature of the content.	Formative evidence demonstrates students know the previously taught critical content.
	Helping Students Practice Skills, Strategies, and Processes	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.	Formative evidence demonstrates students develop automaticity with skills, strategies, or processes.
	Helping Students Examine Similarities and Differences	When presenting content, the teacher helps students deepen their knowledge of the standard(s) by examining similarities and differences.	Formative evidence demonstrates student knowledge of the standard(s) is deepened by examining similarities and differences.
	Helping Students Examine Their Reasoning	Teacher helps students produce and defend a claim by examining their own reasoning or the logic of presented information, processes, and procedures.	Formative evidence demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim.
	Helping Students Revise Knowledge	Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.	Formative evidence demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.
	Helping Students Engage in Complex Tasks	Employ oral and/or written questions and tasks that are content specific and accurately address the analytical thinking required by the standard.	Formative evidence demonstrates students are engaged in analytical thinking required by the standard.

DOMAIN 3 Conditions for Learning	Element	Focus Statement	Desired Effect
	Using Formative Assessment to Track Progress	Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.	Formative evidence demonstrates students identify their current level of performance as it relates to standards-based learning targets.
	Providing Feedback and Celebrating Progress	Teacher provides students with feedback and/or celebrates their progress as it relates to learning targets and/or unit goals.	Formative evidence demonstrates students continue learning and making progress towards learning targets as a result of receiving feedback and/or celebrating progress.
	Organizing Students to Interact with Content	Teacher organizes students into appropriate groups to facilitate the learning of content.	Formative evidence demonstrates students process content (i.e. new, practicing and deepening, complex knowledge) as a result of group organization.
	Establishing and Acknowledging Adherence to Rules and Procedures	Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.	Formative evidence demonstrates students know and follow classroom rules and procedures to facilitate learning.
	Using Engagement Strategies	Teacher uses engagement strategies to engage or re-engage students with the content.	Formative evidence demonstrates students engage or re-engage with the content as a result of teacher action.
	Establishing and Maintaining Effective Relationships	Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student.	Evidence (student action) shows students feel valued and part of the classroom community.
	Communicating High Expectations for Each Student	Teacher exhibits behaviors that demonstrate high expectations for students to perform at their highest level of success.	Evidence shows the teacher expects each student to perform at their highest level of success.

DOMAIN 4 Professional Responsibilities	Element	Focus Statement	Desired Effect
	Maintaining Expertise in Content and Pedagogy	Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	Teacher provides evidence of developing expertise in content area and classroom instructional strategies.
Promoting Teacher Leadership and Collaboration	Teacher promotes teacher leadership and a culture of collaboration.	Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional learning.	