<mark>ALIGNMENT TO STANDARDS-BASED INSTRUCTION</mark>

The Charlotte Danielson Framework for Effective Teaching and Standards-Based Instruction

The purpose of the Danielson Framework for Effective Teaching is to increase student learning growth by improving the quality of instructional services. The following charts identify ways to use the Danielson Framework for Effective Teaching domains and attributes to promote practices that align this instructional framework to standards-based instruction (SBI) and the transition to the Common Core standards. (Note: Only those components with a **direct alignment** to standards-based instruction are included in the charts below.)

Domain 1: The components in Domain 1 describe how a teacher organizes the content students are supposed to learn. This domain covers all aspects of instructional planning, beginning with a deep understanding of content and pedagogy and an understanding and appreciation of students and what they bring to educational encounters.	**Standards-Based Instruction Alignments – Questions to consider in applying the component and its attributes to focus on SBI.**
Component: 1a. Demonstrating Knowledge of Content and Pedagogy	
The teacher's plans and practice reflect extensive knowledge of the content, the structure of the discipline and instructional practices. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. The teacher stays abreast of emerging research areas, new and innovative methods and incorporates them into lesson plans and instructional strategies. Critical Attributes: • Teacher makes use of extensive use of activities to engage students in inquiry. • Teacher scaffolds skills and relates concepts to other disciplines. • Teacher builds on students' prior knowledge. • Teacher demonstrates a wide range of knowledge of strategies and best practices related to discipline. • Teacher anticipates students' misconceptions and develops plans to address learning gaps. • Teacher answers questions accurately with multiple explanations. • Teacher scaffolds for individual students learning and plans alternative strategies. • Teacher seeks out content-related Professional Development and incorporates within lesson planning. • Teacher's plans reflect an understanding of the complexities of the discipline.	• Do lesson plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways in alignment with the rigor of NGSSS and Common Core standards? • Does the teacher describe how content is related to previous lessons, units or other content specific to course standards? • Does the teacher organize content that builds upon previous information, thereby scaffolding essential critical information present in the course standards? • Is the teacher identifying information which is essential to unpacking the standard for the students? • Are the connections between common critical elements being made? • Has the teacher identified elements of the Common Core standards or NGSSS that will help students make these connections? • Is the teacher considering the essential course questions being addressed by the course standards as connections to new information are made? • Does the teacher call upon information from previously mastered standards to help students make the connections to the new information? • Is relevant critical information from previous standards considered and discussed as a way of connecting the new information? • Does the processing of information indicated progress toward mastering content essential to the course

	standard(s)?
	• Do the activities and strategies used to transform the content into manageable pieces yield their intended results in terms of ensuring mastery of the standards?
	• Does the teacher access available expertise and resources to support students' learning needs from colleagues who share common course standards?

Component: 1b. Knowledge of Students

| To ensure student learning, teachers must not only know their content and its related pedagogy but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed; namely that students learn through active intellectual engagement with content. Although there are patterns in the cognitive, social, and emotional developmental stages that are typical of different age-groups, students learn in their individual ways and may have gaps or misconceptions that teachers need to uncover to plan appropriate learning activities.

Critical Attributes:
• Teacher makes adjustments for individual students.
• Teacher makes use of extensive use of activities to engage students in inquiry.
• Teacher gathers information on students through informal observations during instructional and less-structured times.
• Teacher uses mental models, thinking maps and visual tools.
• Teacher understands learning is reciprocal.
• Teacher regularly designs lessons for student choices.
• Teacher examines resources and materials for cultural sensitivity.
• Students are aware of how they learn best and make choices in relation to their own learning.
• Teacher is aware of students whose social or intellectual development is asynchronous and adapts instruction accordingly.
• Teacher plans learning activities and experiences that reflect an understanding of the needs of each individual student in the age-group. | • Do the teacher's plans reflect a commitment to having the same expectations for all students regarding mastery of course standards?
• Does the teacher ensure that all students have multiple opportunities to interact with the course content in a manner that is congruent with student abilities to demonstrate mastery of course standards?
• Are all students expected to interact with content in complex ways that hold them accountable for mastery of course standards and Common Core standards?
• Does the teacher hold the same expectations for all levels of exceptionality among students regarding mastery of course standards?
• Does the teacher ensure that all levels of exceptionality among students have appropriate adaptations while holding them accountable for mastery of course standards and Common Core standards?
• Are all students held accountable for demonstrating Common Core anchor standards for literacy in a manner that is appropriate and respectful to their individual needs and developmental levels?
• Does the teacher collect evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups) related to mastery of NGSSS/Common Core standards?
• Is the teacher able to provide an analysis of specific causes of success or difficulty for specific categories of students (i.e., different socio-economic groups, different ethnic groups) related to mastery of NGSSS/Common Core standards?
• Can the teacher explain the differential effects of specific classroom strategies and behaviors on specific categories of students related to mastery of NGSSS/Common Core standards? |

Component: 1c. Setting Instructional Outcomes

| Establishing instructional outcomes entails identifying exactly what students will be expected to learn. Instructional outcomes do not describe what students will do but what they will learn. The instructional outcomes must reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Teachers must be able to determine the sequence in which they should teach skills and concepts so that students can build their understanding from one concept to the next. | • Are tasks congruent with Common Core anchor standards for literacy?
• Does the task require students to use information from previous standards related to the attainment of mastery for the current standard?
• Does the teacher help students to understand the relationship between the task and the appropriate course standard or essential question? |

Additionally, teachers must select outcomes that allow students to transfer their understanding among disciplines and that are appropriate for all students in the class, no matter their learning needs. Outcomes for a lesson should be specific and achievable in the time provided, and activities become the means by which the students demonstrate their learning of the intended outcomes.

Critical Attributes:
- Outcomes are related to the 'big ideas' of the discipline.
- Outcomes are written as what the students will learn rather than what they will do.
- Outcomes represent a range of outcomes: factual conceptual, understanding, reasoning, social, management, communication.
- Outcomes are differentiated for individual students.
- Outcomes are achieved through process.
- Teacher and students make connections between current and previous learning outcomes.
- Outcomes are scaffolded, build on prior learning, and establish a foundation for future learning.
- Teacher's plan references previous lessons and units to sequence outcomes in the discipline.
- Outcomes represent deep understanding of the content that can be transferred to other content areas.
- Teacher's plan shows use of curricular frameworks to ensure accurate sequencing of outcomes in the discipline.

- Are the cognitively complex tasks designed to increase the rigor of the course in alignment with the NGSSS intent?
- Does the teacher describe the rationale for how the content is organized and aligned to mastery of course standards or Common Core standards?
- Does the teacher describe the rationale for the sequence of instruction in order to ensure mastery of course standards?
- Does the teacher describe how content is related to previous lessons, units or other content specific to course standards?
- Does the teacher organize content that builds upon previous information, thereby scaffolding essential critical information present in the course standards?
- Is the presentation of content logical and progressive (from simple to complex)?
- Where appropriate, is content integrated with other content areas and standards (NGSS/Common Core)?
- Do plans identify or reference the important content standards identified by the district?
- Do plans reflect appropriate attention to Common Core standards?
- Do plans reflect appropriate attention to Common Core anchor standards for literacy?
- Do plans reflect the sequence of the content to be taught as identified by the district in order to ensure mastery of course standards?
- Do lesson plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways in alignment with the rigor of NGSSS and Common Core standards?

Component: 1d. Demonstrating Knowledge of Resources and Technology

Student learning is enhanced by a teacher's skillful use of resources. Some of the resources are provided by the school, and others are secured by teachers through their own initiative. In selecting resources, teachers recognize the importance of discretion, choosing those that align directly with the instructional outcomes and will be most useful to students. Teachers also ensure that materials and resources are appropriately challenging for every student. Teachers often look beyond the school for resources to bring their subjects to life and assist students who need support in advancing their learning.

Critical Attributes:
- Teacher selects varied resources that match student levels.
- Students have choice in selecting resources.
- Teacher seeks out colleagues to share and expand content knowledge.
- Teacher incorporates the media center, computer lab, and other school resources in lesson activities and assignments.
- Teacher uses multi-disciplinary resources.
- Teacher selects resources that contain the same content but are written at varying reading levels.

- Does the teacher lead students to explore resources promoted in the course or Common Core standards?
- Does the teacher lead students to explore resources promoted in the course or Common Core standards?
- Are the identified resources reflective of those required for mastery of content standards?
- Is use of the identified resources designed to promote proficiency in Common Core anchor standards for literacy?
- Does use of technologies enhance students' abilities to access key content that will lead to mastery of course or Common Core standards?
- Are the identified technology resources reflective of those required for mastery of content standards?
- Is use of the identified technology resources designed to promote proficiency in Common Core anchor standards for literacy?

Component: 1e. Designing Coherent Instruction

Designing coherent instruction is the heart of planning and requires educators to have a clear understanding of the content; the curriculum; and the state, district and school expectations for student learning. It also requires teachers to understand the characteristics of the students they teach and the active nature of student learning. Thoughtfully constructed lessons contain cognitively engaging learning activities, incorporate appropriate resources and materials, and involve intentional student groupings. The teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning.

Critical Attributes:
- Teacher ensures that units and lessons support instructional outcomes, reflecting important concepts of the content.
- Teacher designs an instructional map that builds on prior knowledge of groups of students and moves learning forward.
- Activities present students with opportunities for high-level thinking.
- Activities permit student choice and offer opportunities for students to work with their classmates, building on individual student strengths.
- Learning experiences all align to the desired instructional outcomes and connect to other disciplines.

- Does the teacher describe the rationale for how the content is organized and aligned to mastery of course standards or Common Core standards?
- Does the teacher describe the rationale for the sequence of instruction in order to ensure mastery of course standards?
- Does the teacher describe how content is related to previous lessons, units or other content specific to course standards?
- Does the teacher organize content that builds upon previous information, thereby scaffolding essential critical information present in the course standards?
- Is the presentation of content logical and progressive (from simple to complex)?
- Where appropriate, is content integrated with other content areas and standards (NGSS/Common Core)?
- Does the teacher describe how lessons within the unit progress toward deep understanding and transfer of content related to mastery of course standards?
- Does the teacher describe how learning will be extended so that students are progressing toward standard mastery?
- Do lesson plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways in alignment with the rigor of NGSSS and Common Core standards?
- Do plans reflect appropriate attention to Common Core standards?
- Do plans reflect the sequence of the content to be taught as identified by the district in order to ensure mastery of course standards?

Component: 1f. Designing Student Assessments

Effective teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have achieved the intended outcomes. Assessments for learning enable teachers to incorporate assessments directly into the instruction and to modify or adapt instruction as needed to ensure student understanding. Even though such assessments are used during instruction, teachers must design them during the planning process. Such formative assessment strategies are ongoing, and both teachers and students can use them to monitor progress toward instructional outcomes.

Critical Attributes:
- Teacher's lesson plans show a connection of each instructional outcome to its corresponding assignment.
- Teacher designs or selects each assessment to match its corresponding type of instructional outcomes.
- Plans for students to demonstrate their understanding include performances, such as writing or presentation.
- Plans indicate possible adjustments based on formative assessment data.
- Teacher plans multiple assessments for students who may meet standards on first attempt; thereby creating opportunities for

- Does the teacher collect evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups) related to mastery of NGSSS/Common Core standards?
- Is the teacher able to provide an analysis of specific causes of success or difficulty for specific categories of students (i.e., different socio-economic groups, different ethnic groups) related to mastery of NGSSS/Common Core standards?
- Can the teacher explain the differential effects of specific classroom strategies and behaviors on specific categories of students related to mastery of NGSSS/Common Core standards?
- Does the teacher gathers and keeps records of his or her evaluations of individual lessons and units, specifically in relation to how well they were able to move students toward mastery of targeted course or Common Core standards?
- Is the teacher able to explain the strengths and weaknesses of specific lessons and units as they relate

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extension of learning.

Teacher develops alternative assessments for diverse learners.

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to standards mastery?

Is the teacher able to explain the alignment of the assessment tasks and the targeted learning goals for standards mastery?
Does the teacher explain how the assessment tasks help track student progress toward learning goals related to the targeted standard(s)?
Does the teacher identify specific areas of strength and weakness related to understanding of NGSSS or Common Core standards?

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Domain 3 – Instruction	Standards-Based Instruction Alignments – Questions to consider in using the indicator to focus on SBI.
The components in Domain 3 comprise the components that are at the core of teaching and reflect the primary goal of enhancing student learning. Each of the components in this domain represents a distinct aspect of instructional skill. The components are unified through a vision of students developing complex understanding and participating in a community of learners.	

Component: 3a. Communicating with Students

Because teachers communicate with students largely through language, that language must be audible, legible, precise and correct. In addition, a teacher's use of vivid and expressive language can enhance a learning experience. A fundamental assumption of the framework for teaching is that teaching is purposeful; that purpose should be clear to students. The teacher should convey what the students will be learning, why it is important, and what the students will be doing to achieve the goals. Students should be able to articulate what the topic for a lesson is and where it fits in the larger context of what they are learning. Critical Attributes: - Teacher both writes and verbally explains the purpose of the lesson. - Teacher invites a few non-volunteer students to restate the lesson's purpose. - Teacher re-visits the lesson's purpose at various points during the lesson. - Teacher uses questioning strategies to elicit the lesson's connection to previous learning. - Teacher invites students to consider the lesson's purpose and react to it at some point during the lesson. - Teacher creates a graphic organizer to show the position of the current lesson within the larger unit. - Teacher points out possible areas of misunderstanding. - Teacher may use analogies and/or metaphors when presenting abstract concepts. - Teacher delivers directions through multiple modalities.	- Does the teacher describe the rationale for how the content is organized and aligned to mastery of course standards or Common Core standards? - Does the teacher describe the rationale for the sequence of instruction in order to ensure mastery of course standards? - Does the teacher describe how content is related to previous lessons, units or other content specific to course standards? - Does the teacher organize content that builds upon previous information, thereby scaffolding essential critical information present in the course standards? - Is the presentation of content logical and progressive (from simple to complex)? - As part of the reflection process, are students clear about how this new information is related to the intended outcomes of the course or to their mastery of course standards? - Are students identifying 'hard to grasp' concepts present in the standards? - Are connections between common critical elements being made? - Are students clear about how the information is related to the intended outcomes of the course or to their mastery of course standards? - Does the teacher clearly relate the relationship of the information to content course standards? - Can the students describe the relationship between the area of interest information and essential course content? - When sharing information, are students encouraged/required to apply skills from the Common Core anchor standards for listening and speaking?

	• Does the teacher clearly relate the relationship of the information to content course standards?
	• Can the students describe the relationship between the unusual or intriguing information and essential course content?
	• Can students articulate the learning goal's rationale and purpose as it relates to content course standards?
	• Can students articulate the learning goal's rationale and purpose as it relates to Common Core anchor standards for listening, reading and speaking?
	• Do the personal stories or experiences described by the teacher relate directly to key content required for mastery of the course standard?
	• Does the teacher clearly relate the relationship of the personal vignette to content course standards?
	• Does the teacher describe how lessons within the unit progress toward deep understanding and transfer of content related to mastery of course standards?
	• Does the teacher describe how learning will be extended so that students are progressing toward standard mastery?

Component: 3b. Using Questioning and Discussion Techniques

Questioning and discussion techniques are part of the instructional repertoire of every accomplished teacher. Carefully framed questions at a challenging cognitive level encourage students to engage deeply with content, questioning assumptions and exploring the implications of different lines of thought. Questioning can serve many purposes. This component refers to using questioning and discussion to advance student learning. At the higher levels of teaching performance, all students – not just volunteers – are engaged in true discussion with each other, not just with the teacher. Questioning and discussion at the higher levels could be compared to a game of basketball: the ball is passed among multiple players, or students, of the same team. In contrast, at the lower levels, questioning and discussion could be compared to Ping-Pong; the ball goes back and forth between students, usually a volunteer, and the teacher. When teachers use questions skillfully, they engage their students in an exploration of content. Critical Attributes: • Teacher uses open-ended questions. • Discussions enable students to talk to one another. • Teacher often uses Socratic questioning. • Teacher regularly and consistently uses a variety of methods to randomly call on non-volunteers. • Teacher tracks patterns of calling on students. • Teacher uses a variety of strategies to involve all students in the academic discussion. • Teacher encourages students to build on each other's responses to questions by responding either with a comment or a new question.	• Are questions during instruction leading to a deeper level of understanding of the standard (s)? • Are students identifying 'hard to grasp' concepts present in the standards during academic discussion? • Do students' responses during discussion indicate an understanding of fundamental knowledge for course standards? • Does the review of students' knowledge during discussion indicate progress toward mastering Common Core standards related to literacy? • Are all students expected to answer questions about content in complex ways that hold them accountable for mastery of course standards and Common Core standards? • Does the teacher ensure that all students have multiple opportunities to answer questions related to course content in a manner that is congruent with student abilities to demonstrate mastery of course standards? • When engaging in academic discussion, are students encouraged/required to apply skills from the common Core anchor standards for listening and speaking?

Component: 3c. Engaging Students in Learning

Engaging students in learning is the centerpiece of the framework for teaching, and all the other components support it by promoting high levels of student understanding. Engagement refers to whether what the teacher asked students to do is sufficiently rigorous to promote deep learning. Engagement requires that teachers hold high expectations for each student. Student engagement may be hands-on, but more important it should be minds-on, involving intellectual activity. Learning is not a spectator sport. Mental engagement is mental work, real thinking, not just simple recall of facts, and is often described by students as 'difficult, but in a good way.'

Critical Attributes:
- Teacher identifies the types of thinking required by a classroom activity or homework assignment.
- Teacher instructs students in how to draw inferences.
- Teacher differentiates activities and assignments for most students most of the time.
- Teacher incorporates strategies for engaging students, such as making content relevant to student lives, providing students with choice and a sense of control, and capitalizing on peer interactions and the social nature of learning.
- Teacher employs specific strategies to increase engagement when lecturing.
- Students initiate changes to an assignment or activity to make it more authentic and meaningful to their lives.
- Tasks have multiple correct responses or approaches and demand higher-order thinking.
- Lesson has a clear beginning, middle and end.
- Teacher employs specific strategies to increase engagement when lecturing.
- Teacher uses variety of methods to form groups.
- Students have opportunity for reflection and closure.
- Lesson's pacing allows students to have time to be intellectually engaged.
- Students do not have downtime waiting for others to finish.
- Lessons have momentum, and teacher keeps students active from one part of the lesson to another.
- Students evaluate their own effectiveness in the group and the effectiveness of the group as a whole.

- Where appropriate, is content integrated with other content areas and standards (NGSS/Common Core)?
- Does the processing of information indicate progress toward mastering content essential to the course standard(s)?
- Is the manner in which students are engaged with the content indicating progress toward mastering Common Core standards related to literacy?
- Is the teacher designing engagement strategies that support, enhance or reinforce anchor standards for Common Core?
- Are the questions leading to a deeper level of understanding of the standard(s)?
- Do the engagement strategies ensure a more rigorous examination of the essential element of the standard?
- Is essential information required for mastery of the standard being reinforced by the elaboration?
- Are the activities demonstrating that students understand key course content as articulated in the course standards?
- Is the manner in which students are recording or representing their knowledge indicating progress toward mastering Common Core standards related to literacy?
- Do the activities support, enhance or reinforce anchor standards for Common Core?
- Does the reflective process engage students in activities that support, enhance or reinforce anchor standards for Common Core?
- Do the students' responses indicate an understanding of fundamental knowledge for course standards?
- Do these activities reinforce core standards for the key content?
- Do the activities reinforce Common Core standards?
- Do the activities reinforce anchor standards for literacy?
- Are the learning activities designed so that students will reinforce their understanding of key course content as articulated in the course standards?
- Do learning activities and tasks support, enhance or reinforce anchor standards for Common Core?
- Are tasks congruent with Common Core anchor standards for literacy?
- Does the task require students to use information from previous standards related to the attainment of mastery for the current standard?
- Does the teacher help students to understand the relationship between the task and the appropriate course standard or essential question?
- Are the cognitively complex tasks designed to increase the rigor of the course in alignment with the NGSSS intent?
- Are the activities used to promote academic discussion aligned with skills or strategies that students must demonstrate to be considered content literate?
- Does the activity built on student areas of interest relate directly to key content required for mastery of

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the course standard?
- Does the teacher clearly relate the relationship of the information to content course standards?
- Can the students describe the relationship between the area of interest information and essential course content?
- Does student interaction with the content built around areas of interest indicate progress toward mastery of course standards or Common Core anchor standard for literacy?

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Component: 3d. Using Assessment in Instruction

Assessment is an integral part of instruction. As a lesson progresses, teachers monitor student learning continuously so that they can adjust instruction midcourse if necessary. Teachers also work toward helping students monitor and adjust their own learning. This, of course, is only possible when students are clear about learning outcomes from the start of instruction. Another essential part of the assessment is feedback, which individualizes instruction and enables students to correct errors and advance understanding. Provided by peers or the teacher, effective feedback is accurate, constructive, substantive, specific, and timely. Critical Attributes: - Teacher writes and speaks the learning criteria, then asks non-volunteer students to explain the criteria in their own words before students begin the learning and frequently throughout the learning. - Teacher provides examples and models that embody the criteria and performance standards required of the students (exemplars) as well as poor examples (non-exemplars) so that students can see the difference. - Any student in the class can articulate the evaluative criteria and performance standards. - Teacher instructs students about the nature of assessment criteria in developmentally appropriate language. - Students are invited to assess their own work and make improvements. - Teacher elicits evidence of student understanding. - Teacher circulates during small group/independent work and offers suggestions/feedback. - Students formatively assess their own work, and teacher provides feedback on accuracy. - Students use criteria they helped create to score students' work.	- Are all students held accountable for demonstrating Common Core anchor standards for literacy? - Does the teacher use the information shared during the reflection process to determine progress toward mastery of the course standard(s)? - Does the teacher use the information shared during the reflection process to determine progress toward mastery of Common Core elements? - Does the teacher ensure that all students have multiple opportunities to interact with the course content in a manner that is congruent with student abilities to demonstrate mastery of course standards? - Are all students expected to interact with content in complex ways that hold them accountable for mastery of course standards and Common Core standards? - Does the teacher collect evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups) related to mastery of NGSSS/Common Core standards? - Does the teacher gathers and keeps records of his or her evaluations of individual lessons and units, specifically in relation to how well they were able to move students toward mastery of targeted course or Common Core standards? - Is the teacher able to explain the alignment of the assessment tasks and the targeted learning goals for standards mastery? - Does the teacher explain how the assessment tasks help track student progress toward learning goals related to the targeted standard(s)? - Does the teacher identify specific areas of strength and weakness related to understanding of NGSSS or Common Core standards? - Can students self-assess to the level of correcting and revising essential understanding related to course standards? - Does the revision of information help to clarify the connections between common critical elements in the course standards or of the Common Core standards?

Component: 3e. Demonstrating Flexibility and Responsiveness	
Even the most carefully designed lesson occasionally requires midcourse correction, and it takes considerable skill to be able to move to plan B on short notice. Teachers must be attuned to their students and their learning, which closely relates to using formative assessments in instruction. There are three types of situations that call for flexibility of teaching: 1) an activity is not working procedurally, 2) a spontaneous event presents an opportunity for valuable learning, 3) one or more students have difficulty learning the desired content. In each of these situations, the teacher must make decisions during instruction to make the experience more valuable for students by drawing on a repertoire of alternative activities or strategies and rapidly implementing one or more. Critical Attributes: • Teacher continuously uses whole-class assessment techniques to understand who is and is not learning and why. • Teacher identifies the aspects of a lesson that are likely to cause confusion and plans for alternative approaches in advance. • When making a minor lesson adjustment, the teacher lets students know about it and solicits their feedback about how it's working. • Teachable moments are always connected to content standards and learning objectives. • During instruction, teacher regularly prompts for student interests that relate to the content. • Teacher accurately weighs the value of implementing a major adjustment against the loss of the planned instruction. • The teacher invites students to connect a teachable moment to the appropriate content standard or learning objective.	• Does the teacher continuously use whole-class assessment techniques to understand who is and who is not learning and why? • Does the teacher identify aspects of a lesson that are likely to cause confusion and plans for alternative approaches in advance? • When making a minor lesson adjustment, does the teacher let students know about it and solicit their feedback related to the alteration's contribution to enhanced learning? • Are teachable moments connected to Common Core standards? • During instruction, does the teacher regularly prompt students for interests that relate to the content and relevancy of Common Core standards?

Domain 4 – Professional Responsibilities The components of Domain 4 are associated with being a professional educator, compassing the roles that teachers assume in addition to the ones they have in the classroom with students. The work of professional educators manifestly extends beyond their work in the classroom, and participation in these activities is what separates highly professional educators from their less proficient colleagues.	Standards-Based Instruction Alignments – Questions to consider in using the indicator to focus on SBI.
Component: 4c. Communicating with Families	
Teachers establish relationships with families by communicating with them about the instructional program and individual students and by inviting families to be part of the education process itself. A teacher's effort to communicate with families demonstrates that the teacher cares, which families of students of all ages value. The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships. Critical Attributes: • Teacher provides a weekly or monthly newsletter to parents. This might include information about the learning that precedes the homework or current class activities, such as community and school service projects, or curriculum programs. • Teacher regularly sends a progress report to all parents. The report provides parents with updated information on their students' progress.	• Does the teacher foster collaborative partnerships with parents to include communicating the course standards? • Does the teacher ensure consistent and timely communication with parents regarding student expectations, progress and/or concerns related to mastery of NGSSS/Common Core standards? • Does the teacher encourage parent involvement in classroom and school activities related to students' mastery of NGSSS/Common Core standards? • Does the teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families when communicating expectations related to students' mastery of NGSSS/Common Core standards?

• Teacher uses an online grade book so that families can access these records privately at any time to monitor the progress of their children. • Teacher invites parents to student presentations. • Teacher creates a survey that includes questions about both the student and family, such as interests, hobbies, and areas of expertise.	• Does the teacher use multiple means and modalities to communicate with families related to students' mastery of NGSSS/Common Core standards? • Does the teacher respond promptly to requests for support, assistance and/or clarification related to students' mastery of NGSSS/Common Core standards? • Does the teacher access available expertise and resources to support students' learning needs from colleagues who share common course standards? • Does the teacher interact positively with colleagues to promote and support student learning related to NGSSS/Common Core standards?
Component: 4d. Participating in a Professional Community	
Schools are environments that should promote student learning. In order to make this possible, teacher must work with their colleagues to share strategies, collaborate, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers that only realize their full potential when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect and recognition of all teachers' responsibility to constantly seek ways to improve their practice. Critical Attributes: • Teacher interacts with grade-level of department colleagues on a regular basis, discussing how to improve instruction for all students. • Teacher shares newly acquired instructional strategies with colleagues on a regular basis. • Teacher participates as a member of the school-based professional development team, creating opportunities for collaboration and job-embedded learning. • Teacher regularly demonstrates a willingness to work collaboratively with colleagues to develop and implement new ideas. • Teacher engages in analysis, reflection, discussion, and debate with the intent to improve instructional practice. • Teacher participates in a discussion group with colleagues about student test data to determine appropriate instructional strategies for struggling students.	• Does the teacher access available expertise and resources to support students' learning needs from colleagues who share common course standards? • Does the teacher interact positively with colleagues to promote and support student learning related to NGSSS/Common Core standards? • Does the teacher seek assistance from colleagues in support students' learning needs related to mastery of course standards? • Does the teacher seek help and input during meetings of professional learning communities in support of instruction around common course standards or Common Core standards? • Does the teacher seek assistance from appropriate school administrators or staff members as needed related to course standards or Common Core standards? • Does the teacher interact with colleagues around areas of common interest to promote and support student learning related to NGSSS/Common Core standards? • Does the teacher provide assistance to colleagues in support students' learning needs related to mastery of course standards? • Does the teacher provide help and input during meetings of professional learning communities in support of instruction around common course standards or Common Core standards? • Does the teacher direct other teachers to seek assistance from appropriate school administrators or staff members as needed related to course standards or Common Core standards?
Component: 4e. Growing and Developing Professionally	
Teaching is a complex profession, and teachers need to continuously grow and develop to keep their skills current. As the academic disciplines themselves evolve, educators have to constantly refine their understanding of how to engage students in learning. As a result, growth in content, pedagogy, and information technology are essential to good teaching. By staying informed and increasing their skills, teachers become more effective and are able to lead their colleagues. Critical Attributes: • Teacher attends district-sponsored professional development	• Does the teacher serves on school and district committees which support curriculum, instruction or assessment related to NGSSS or Common Core standards? • Does the teacher facilitate professional development opportunities at school or for the district related to NGSSS or Common Core standards? • Does the teacher document efforts to achieve school and district improvement goals related to NGSSS or Common Core standards?

activities related to his/her subject area of grade level. • Teacher offers professional development activities for colleagues at the school. • Teacher continuously seeks better, more effective ways to help students. • Teacher works in collaborative teams to examine how lessons align with curriculum standards. • Teacher checks assessment results and adjusts instruction according to research-based practices. • Teacher provides other teachers with help and input regarding specific classroom strategies and behaviors. • Teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.	