

The ASD Framework for Excellent Teaching

PLAN & ASSESS¹

Subdomain	#	4 Highly Effective	3 Proficient	2 Emerging	1 Ineffective
Design of Instruction [P-DI]		Teacher's plans on all levels include all of the following (long-term, unit and daily): ²	Teacher's plans on all levels include almost all of the following (long-term, unit and daily):	Teacher's plans on all levels (long-term, unit and daily):	Teacher's plans on all levels (long-term, unit and daily):
	P-DI 1	include rigorous, measurable and standards-based objectives.	include rigorous, measurable and standards-based objectives.	include objectives, but they may not be rigorous, measurable or standards-based.	does not include objectives that are rigorous, measurable and standards-based.
	P-DI 2	include resources that are high quality and appropriately complex with effective supports in a way that can push students to mastery of grade-level objective.	include resources that are high quality and appropriately complex with effective supports that allow students to access grade-level tasks or texts. ³	includes resources that are high quality or appropriately complex, but does not include supports that push students to mastery of grade-level objectives.	does not include resources that are high quality and appropriately complex that pushes students to mastery of grade-level objectives.
	P-DI 3	prioritizes deep content examination over broad content review that pushes students to mastery of grade-level work.	prioritizes deep content examination over broad content review that pushes students to mastery of grade-level work.	includes deep content examination, but more heavily favors broad content review and/or survey.	does not prioritize deep content examination over broad content review and/or survey.
	P-DI 4	include a variety of rigorous tasks that promote critical thinking skills and high student engagement that	include a variety of rigorous tasks that promote critical thinking skills and high student engagement that pushes	includes a variety of tasks, but they may not be rigorous, promote critical thinking skills or high student	may include not tasks or may include tasks but they are not varied, rigorous, promote critical thinking

¹ In co-teaching and consultative teaching, there should be evidence that Special Education and General Education teachers collaborate in planning an assessment efforts.

² Teachers who use course team long-term plans and/or unit plans are responsible for adapting plans to meet student needs, and will primarily be evaluated on lesson plans.

³ If co-teaching will be used as a support, the model should be identified and clear expectations for each teacher is outlined throughout the lesson cycle. The co-teaching model should align with the lesson content, student needs, and teacher strengths.

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		pushes students to mastery of grade-level work.	students to mastery of grade-level work.	engagement that pushes students to mastery of grade-level work.	skills or high student engagement.
	P-DI 5	include instructional methods and learning tasks that are sequenced, paced and scaffolded to support student mastery of objective(s).	include instructional methods and learning tasks that are sequenced, paced and scaffolded to support student mastery of objective(s).	include instructional methods and learning tasks, but they may not be sequenced, paced, or scaffolded to support student mastery of objective(s).	does not include instructional methods and learning tasks that are sequenced, paced and scaffolded to support student mastery of objective(s).
Use of Data [P-DA]		Teacher's plans on all levels (long-term, unit and daily):	Teacher's plans on all levels (long-term, unit and daily):	Teacher's plans on all levels (long-term, unit and daily):	Teacher's plans on all levels (long-term, unit and daily):
	P-DA 1	include appropriate, frequent, and varied ⁴ formative and summative assessments that are aligned to standards and measure learning goals	include appropriate and frequent formative and summative assessments aligned to standards and measure learning goals	include formative and summative assessments, but those assessments may not be aligned to standards or measure learning goals	do not include any assessments aligned to standards and do not measure learning goals
	P-DA 2	uses data to design, re-teach, and remediate through planning that is targeted, efficient, and effective ⁵	uses data ⁶ to design, re-teach, and remediate through planning that is targeted, but may not be efficient	use data in an attempt to reteach and remediate, and the plan is not targeted	does not use data in an attempt to reteach or remediate

⁴ This includes frequent variation in assessment type, such as selected response, performance-based, and constructed response.

⁵ This includes use of time, type of learning tasks, and addressing the right groups of students

⁶ In addition to assessment data, an IEP should be referenced when planning for students with disabilities

TEACH⁷

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Content Knowledge [T-CK]	T-CK 1	<i>Teacher meets criteria in proficient</i> and explanation of content actively involves students.	Teacher presentation of content is accurate, precise, and is clear to students. ⁸	All of the content that the teacher presents is accurate, but some of the content is unclear students or teacher may model imprecise or irrelevant content knowledge.	Teacher presentation of content is inaccurate or unclear to students.
	T-CK 2	Teacher and students use content and academic vocabulary seamlessly throughout the lesson, not just when it is being explicitly taught.	Teacher uses and models content and academic vocabulary that is essential to the discipline and grade level.	Teacher uses and models some content or academic vocabulary that are essential to the discipline or grade level, but not all that are appropriate for the lesson.	Teacher does not consistently use and/or model content or academic vocabulary.
	T-CK 3	<i>Teacher meets criteria in proficient</i> and makes available a variety of texts for student to independently choose from and structures are provided to help students engage with those texts.	Teacher uses appropriately complex informational and/or literary texts or appropriate performance tasks.	Teacher uses some complex informational and/or literary texts or performance tasks, but some may be inappropriate.	Teacher does not attempt to use appropriately complex informational and/or literary texts or performance tasks.
Content Delivery [T-CD]	T-CD 1	Both teacher and students clearly, communicate the objective(s) throughout the lesson when appropriate.	Teacher clearly communicates objective(s).	Teacher communicates the objective(s), but does not do so clearly or in a way that students understand.	Teacher does not communicate the objective(s).
	T-CD2	Teacher paces the lesson in a way that supports student learning and adjusts the pace	Teacher paces the lesson appropriately for the content.	Teacher paces the lesson inappropriately for some of the content, but	Teacher pacing of the lesson is inappropriate for the content.

⁷ During co-teaching, it is expected that both teachers are actively participating and demonstrating the actions of the sub-domains.

⁸ During co-teaching, both teachers are actively involved in the presentation of content and supporting one another as appropriate.

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		when necessary.		appropriately for other parts of the lesson.	
	T-CD 3	Both teacher and students makes explicit connections between prior learning and current learning.	Teacher makes explicit connections between prior learning and current learning.	Teacher makes connections between prior learning and current learning, but they may not be explicit or understandable to students.	Teacher does not make connections between prior learning and current learning.
	T-CD 4	<i>Teacher meets criteria in proficient</i> and there is clear student use of essential processes and ways of thinking.	Teacher models essential processes and ways of thinking that support students' mastery of objective(s).	Teacher models some essential processes and ways of thinking, but does not model other essential processes or the modeling is not accurately connected to the objective.	Teacher does not model processes or ways of thinking that support students' mastery of objective(s).
Content Methods [T-CM]	T-CM 1	Teacher balances direct instruction and student-centered learning in a way that maximizes student practice time.	Teacher appropriately balances direct instruction and student-centered learning.	Teacher sometimes appropriately balances direct instruction and student-centered learning throughout the lesson, but sometimes there is an imbalance.	Teacher either does not appropriately balance direct instruction and student-centered learning.
	T-CM 2	Both teacher and students ask questions of one another that require evidence-based answers.	Teacher asks questions that require evidence-based answers.	Teacher asks questions that require evidence based answers, but they may be ineffective or inappropriate questions.	Teacher does not ask questions that require evidence-based answers.
	T-CM 3	<i>Teacher meets criteria in proficient</i> and structures are provided that allow students to independently initiate the analysis of multiple perspectives.	Teacher requires the analysis of diverse perspectives through learning activities including conversation, reading, writing or problem solving.	Teacher sometimes requires sharing diverse perspectives through learning activities, but those activities may be ineffective or do not require any analysis.	Teacher does not require the analysis of diverse perspectives through any learning activities.
	T-CM 4	<i>Teacher meets criteria in proficient</i> and students	Teacher gives students opportunities to use	Teacher gives students opportunities to use	Teacher does not give students opportunities to

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		independently use representations and models to demonstrate their understanding.	representations and models to demonstrate understanding.	representations and models, but they are ineffective in helping students demonstrate understanding.	use representations and models to demonstrate understanding.
	T-CM 5	Teacher balances building procedural fluency ⁹ with deep conceptual knowledge ¹⁰ so that students consistently demonstrate both types of thinking.	Teacher balances building procedural fluency with deep conceptual knowledge.	Teacher attempts to build procedural fluency and deep content knowledge, but there is an inappropriate balance between the two.	Teacher does not balance building procedural fluency with deep conceptual knowledge.
Assessment of Progress Toward Mastery of Content [T-AP]	T-AP 1	Teacher provides varied ¹¹ and appropriate opportunities for students to explain their thinking and defend their claims.	Teacher provides appropriate opportunities for students to explain their thinking and defend their claims.	Teacher provides opportunities for students to explain their thinking and defend their claims, but they may not be appropriate for the lesson.	Teacher does not provide opportunities for students to explain their thinking or defend their claims.
	T-AP 2	Teacher frequently and consistently uses higher order thinking questions to push student thinking and increase levels of rigor throughout the lesson.	Teacher scaffolds questions to increase levels of rigor throughout the lesson.	Teacher asks questions, but they may not scaffold appropriately to increase rigor throughout the lesson.	Teacher does not scaffold questions purposefully to increase levels of rigor throughout the lesson.
	T-AP 3	<i>Teacher meets criteria in proficient</i> and anticipates student misunderstandings and addresses them proactively though redirecting questions and/or discussions.	Teacher provides timely and effective feedback, including scaffolded questions, to enable students to construct their own understandings.	Teacher provides feedback but it may not be timely, effective or may not clarify student misunderstandings.	Teacher does not provide timely and effective feedback to clarify student misunderstandings.
	T-AP 4	<i>Teacher meets criteria in proficient</i> and makes	Teacher frequently checks for understanding at key	Teacher checks for understanding, but does not	Teacher does not check for understanding during the

⁹ Speed and accuracy or basic facts

¹⁰ Moving students from “just the right answer” to analysis and interpretation of concepts

¹¹ Varied includes oral, written, or visual representations

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		effective adjustments during the lesson and also gives students the opportunity to self-assess when appropriate.	moments in the lesson, assessing a representative sample of students. Teacher attempts to make adjustments during the lesson.	assess a representative sample of students and does not make adjustments with the data they collect.	lesson.

CREATES A CULTURE OF LEARNING

Subdomain	#	4 Highly Effective	3 Proficient	2 Emerging	1 Ineffective
Positive Relationships and Rapport [C-PRR]	C-PRR 1	Both teacher and students model the belief that all students can learn at high levels.	Teacher models the belief that all students can learn at high levels.	Teacher models the belief that some students but not all can learn at high levels.	Teacher does not model the belief that all students can learn.
	C-PRR 2	Teacher meaningfully connects content to students' lives and students can articulate the use and/or importance of their learning in an authentic way.	Teacher regularly communicates meaningful connections between content and students' lives.	Teacher communicates meaningful connections between content and students' lives.	Teacher does not attempt to communicate meaningful connections between content and students' lives.
	C-PRR 3	Teacher and students model respectful critique of self and/or others' ideas and teacher provides structures for students to initiate critique independent of the teacher.	Teacher and students model respectful critique of self and/or others' ideas.	Teacher and/or students sometimes model respectful critique of self and/or others' ideas.	Teacher and/or students sometimes model respectful critique of self and/or others' ideas.

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	C-PRR 4	Students independently demonstrate positive rapport with the teacher and one another. Teacher has individualized relationships with students.	Teacher and students demonstrate positive rapport. Teacher has individualized relationships with students. ¹²	Teacher attempts to build individualized relationships with students.	Teacher does not attempt to build individualized relationships with students.
	C-PRR 5	Teacher and students regularly celebrate learning successes.	Teacher regularly celebrates learning successes.	Teacher and students sometimes celebrate learning successes.	Teacher and students do not celebrate learning successes.
Persistence and Academic Curiosity [C-PAC]	C-PAC 1	Students demonstrate persistence when completing tasks with little or no direction from teacher.	Students demonstrate persistence when completing tasks.	Students sometimes demonstrate persistence when completing tasks.	Students do not model persistence when completing tasks.
	C-PAC 2	Teacher and students encourage one another in learning from mistakes.	Teacher encourages learning from mistakes.	Teacher sometimes encourages learning from mistakes but sometimes does not.	Teacher does not encourage learning from mistakes.
	C-PAC 3	Teacher and students question each other and demonstrate intellectual curiosity.	Teacher models and encourages questioning and intellectual curiosity.	Teacher attempts to model and/or encourage intellectual curiosity, but it may not be appropriate for the lesson.	Teacher does not model and does not encourage intellectual curiosity.
Behavior Management ¹³ [C-BM]	C-BM 1	Teacher regularly communicates clear, measurable and high expectations for student behavior and students meet these expectations.	Teacher regularly communicates clear, measurable and high expectations for student behavior.	Teacher sometimes communicates clear, measurable and high expectations for student behavior.	Teacher does not communicate clear, measurable and high expectations for student behavior.
	C-BM 2	Teacher consistently,	Teacher consistently,	Teacher addresses student	Teacher does not

¹² In co-teaching situations, both teachers interact and support both students with disabilities and students without disabilities.

¹³ In co-teaching situations, it should be evidence that both teachers collaboratively developed the behavior management system. It should also be evident that both teachers regularly execute the established behavior management system.

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		efficiently, and equitably addresses student behavior while preserving students' dignity and students are able to self-correct or respectfully hold another student accountable for their behavior.	efficiently and equitably addresses student behavior while preserving students' dignity.	behavior but may not address it consistently, efficiently, equitably, or while preserving students' dignity.	consistently, efficiently and equitably addresses student behavior while preserving students' dignity.
Time, Space and Routines ¹⁴ [C-TSR]	C-TSR 1	Teacher's pace of instruction is always highly efficient, engaging, and urgent. Classroom time is considered sacred and is used in a highly efficient manner.	Teacher's pace of instruction is usually efficient, engaging, and urgent. Classroom time ¹⁵ is clearly for teaching and learning.	Teacher's pace of instruction is inconsistently efficient, engaging, or urgent. Most classroom time is for teaching and learning, but some time is lost in casual behavior.	Teacher's pace of instruction is not efficient, engaging, or urgent.
	C-TSR 2	Teacher communicates classroom routines that maximize student learning and students follow classroom routines with little or no teacher direction.	Teacher communicates classroom routines that maximize student learning and implements routines effectively.	Teacher communicates classroom routines but they do not always maximize student learning.	Teacher does not communicate classroom routines.

¹⁴ In co-teaching situations, it should be evident that both teachers collaboratively developed classroom routines and that both teachers regularly execute them.

¹⁵ In co-teaching situations, both teachers should remain in the classroom for the duration of the lesson cycle unless the lesson will be better executed by dividing the class into two homogeneous groups.

CONTRIBUTES TO THE SCHOOL COMMUNITY

Subdomain	#	4 Highly Effective	3 Proficient	2 Developing	1 Ineffective
Teacher Contribution to Creating a High-Performing School [E-TC]	E-TC 1	Teacher proactively uses positive relationships to collaborate and lead	Teacher has positive and collaborative relationships with colleagues	Teacher has positive and collaborative relationships with some colleagues, but may have negative or counter-productive relationships with other colleagues	Teacher does not have positive and collaborative relationships with colleagues
	E-TC 2	Teacher consistently and proactively engages parents and families as partners in student achievement	Teacher engages parents and families as partners in student achievement	Teacher sometimes engages parents and families as partners in student achievement	Teacher does not engages parents and families as partners in student achievement
	E-TC 3	Teacher consistently and proactively identifies problems and promotes viable solutions	Teacher proactively identifies problems and attempts to promote viable solutions	Teacher can identify problems but does not seek viable solutions	Teacher does not seek to identify or solve problems
Teacher Commitment to Development [C-CD]	C-CD 1	Teacher proactively seeks out and implements professional development strategies successfully in his/her classroom	Teacher successfully implements professional development strategies in his/her classroom	Teacher sometimes successfully implements professional development strategies in his/her classroom	Teacher does not successfully implements professional development strategies in his/her classroom
	C-CD 2	Teacher proactively seeks out feedback and responds to adjusts with openness	Teacher reflects upon, responds to and adjusts to feedback with openness	Teacher is reflective, but may not adjust or respond to feedback with openness	Teacher does not reflect upon, respond to or adjust to feedback with openness
	C-CD 3	Teacher proactively and accurately self-reflects on success in meeting instructional goals and takes specific steps to improve effectiveness	Teacher self-reflects accurately on success in meeting instructional goals and takes specific steps to improve effectiveness	Teacher sometimes self-reflects accurately on success in meeting instructional goals and sometimes takes specific steps to improve effectiveness	Teacher does not reflect accurately on success in meeting instructional goals and can make specific suggestions for how effectiveness could be improved

