

COLLEGE READY TEACHING	
Domain 1: Data-Driven Planning and Assessing Student Learning	
Standards	Indicators
1.1 Establish standards-based learning objectives for instructional plans	A) Selection of learning objectives
	B) Measurability of learning objectives
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences
	B) Creating cognitively engaging learning experiences for students
1.3 Use student data to guide planning	A) Lesson design guided by data
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge
	B) Addresses common content misconceptions
1.5 Design assessments to ensure student mastery	A) Selection of assessments
	B) Progression of assessments
Domain 2: The Classroom Learning Environment	
2.1 Create a classroom/community culture of learning	A) Value of effort and challenge
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A) Behavioral expectations
	B) Response to behavior
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A) Interactions between teacher and students
	B) Student interactions with each other
2.4 Use smooth and efficient transitions, routines, and procedures to maintain instructional momentum	A) Routines, procedures, and transitions
Domain 3: Instruction	
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson
	B) Connections to prior and future learning experiences
	C) Criteria for success
3.2 Facilitates Instructional Cycle	A) Executes lesson cycle
	B) Cognitive level of student learning experiences
3.3 Implementation of instructional strategies	A) Questioning
	B) Academic discourse
	C) Group structures
	D) Resources and instructional materials
3.4 Monitor student learning during instruction	A) Checking for students' understanding and adjusting instruction
	B) Feedback to students
	C) Self-monitoring and goal-setting

CONTRIBUTIONS TO SCHOOL COMMUNITY AND FAMILIES	
Domain 4: Developing Professional Practice	
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy
	B) Use in future planning
	C) Acceptance of feedback
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a professional community
	B) Professional development
	C) Shared commitment
4.3 Upholding and exhibiting the CMO norms and expectations	A) Unwavering belief in all student’s potential
	B) Passion for excellence
	C) Personal Responsibility
	D) Respect for others and community
	E) All stakeholders critical to process
Domain 5: Developing Partnerships with Family and Community	
5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication
	B) Responsiveness to parent inquiries and communication
	C) Inclusion of the family as a partner in learning decisions
5.2 Equip families with a variety of strategies to support their child's success and college readiness	A) Provision of parent education efforts to support students
5.3 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy
	B) Knowledge of community resources
	C) Support for students in accessing these resources

Domain 1: Data-Driven Planning and Assessing Student Learning

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
1.1 Establish standards-based learning objectives and assessments	A) Selection of learning objectives	Learning objectives are loosely based on content standards and/or represent low expectations for student learning.	Learning objectives are informed by content standards and represent moderately high expectations.	Learning objectives align with content standards and represent high expectations and rigor and are sequenced to help students access the level of rigor in the standard(s).	<i>All of level 3 and...</i> Teacher promotes in-depth understanding of complex, interdisciplinary concepts.
	B) Measurability of learning objectives	Learning objectives may not be measurable or are only stated in terms of student activities rather than as student learning.	Learning objectives are measurable, but consist of a combination of learning objectives and activities.	Learning objectives are specific, measurable, and are explicitly stated in terms of student learning.	<i>All of level 3 and...</i> Learning objectives are specific, measurable by multiple methods, and are explicitly stated in terms of student learning.
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences	The design and selection of learning experiences are not aligned to learning objective and not sequenced to ensure independent mastery of learning.	The design and selection of learning experiences are aligned to learning objective but are not sequenced and/or paced to maximize instructional time to enable students to demonstrate independent mastery of learning (e.g., modeling, varied practice).	The design and selection of learning experiences are sequenced and paced to enable students to demonstrate independent mastery of learning objectives including sufficient opportunities to practice under direct supervision of teacher and/or in collaboration with other students.	<i>All of level 3 and...</i> The design and selection of learning experiences include differentiated resources and/or activities for re-teaching and additional practice to adjust instruction as needed.
	B) Creating cognitively engaging learning experiences for students	Instructional plans do not provide cognitively engaging learning experiences to support students in achieving mastery of the learning objective(s).	Instructional plans include cognitively engaging learning experiences but the plans include insufficient time and supports for students to achieve mastery of the learning objective(s).	Instructional plans provide students opportunities for sustained attention to a cognitively challenging learning experience. The plans include sufficient time and supports for students to achieve mastery of learning objective(s) through cognitively engaging learning experiences.	<i>All of level 3 and...</i> Cognitively engaging learning experiences ensure students construct knowledge to achieve or exceed mastery of the learning objective.
1.3 Use student data to guide planning	A) Lesson design guided by data	The teacher does not use student performance data sources to guide or inform planning. (e.g., how content is organized, instructional strategies are selected)	The teacher uses student performance data sources to inform planning for whole groups of students	The teacher draws a specific connection between the student performance data used, the content organization, instructional strategies and/or student grouping in order to meet specific student needs.	<i>All of level 3 and...</i> The teacher includes specific opportunities for students to use self-assessment data to guide their instructional choices.

Domain 1: Data-Driven Planning and Assessing Student Learning

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge	The teacher does not identify the necessary prerequisite content knowledge and skills for students, and/or does not address known gaps in students' learning.	The teacher identifies the necessary prerequisite content knowledge and skills for the class as a whole but does not have a clear plan for addressing known gaps in knowledge or skills.	The teacher identifies the necessary prerequisite content knowledge and skills for students, and includes specific learning activities to address known gaps in that knowledge for the class as a whole.	<i>All of level 3 and...</i> Includes specific learning activities to address known gaps in prerequisite knowledge for individual students.
	B) Addresses common content misconceptions	The teacher does not accurately identify common content misconceptions that may impede students from reaching mastery of the learning objective(s).	The teacher identifies common content misconceptions but has limited strategies to ensure students avoid these errors.	The teacher identifies common content misconceptions and includes strategies to ensure students avoid and correct these errors.	<i>All of level 3 and...</i> Include multiple strategies for explaining cognitive errors as well as opportunities for students to uncover misconceptions.
1.5 Design assessments to ensure student mastery	A) Selection of assessments	Proposed assessments do not measure the learning objective(s).	Proposed assessments measure some, but not all aspects of the learning objective(s).	Proposed assessments measure all aspects of the learning objective(s) and include varied methods so that students have multiple ways to show mastery.	<i>All of level 3 and...</i> Assessments have been adapted to meet individual student needs. There are planned opportunities for students to use assessments to reflect on their progress towards mastery.
	B) Progression of assessments	No assessment or a single assessment is planned at the conclusion of the lesson.	Multiple assessments are planned. However, they are not sequenced in a way to provide meaningful information about student progression towards mastery of the learning objective(s).	Multiple assessments are planned and build on each other. They are sequenced throughout the lesson in order to provide meaningful information about student progression towards mastery of the learning objective(s).	<i>All of level 3 and...</i> Assessments are sequenced to ensure student progression towards mastery. Plans provide opportunities for student choice in, or design of, assessment methods.

Domain 2: The Classroom Learning Environment

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
2.1 Creates a classroom/ community culture of learning	A) Value of effort and challenge	The teacher makes no or limited effort to encourage students in the pursuit of academic learning. Students do not persist in completing assigned learning tasks.	The teacher encourages students to complete learning tasks, but the emphasis falls on “finishing work.” Students complete assigned learning tasks, but with little persistence toward quality work.	The teacher encourages students to work hard and meet academic challenges by taking risks. Students persist by responding to teacher feedback to meet learning expectations.	<i>All of level 3 and...</i> Students hold themselves, and each other, to high standards of performance, persisting to achieve excellence.
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A) Behavioral expectations	There is limited evidence that the teacher has reinforced the school’s standards of conduct for students.	The teacher’s efforts to reinforce the school’s standards of conduct are inconsistent.	The teacher supports the school’s standards of conduct so that students understand and are held to the same high standards.	<i>All of level 3 and...</i> Students take responsibility for conduct without being prompted by teacher. They actively support the school and classroom standards of conduct.
	B) Response to behavior	Student behavior is inappropriate; and/or, the teacher does not respond to misbehavior or the response is repressive or disrespectful of student dignity and/or fails to positively recognize students’ good behavior.	Student infractions of the rules are minor; and/or, the teacher’s response to student misbehavior is administered to the whole class and emphasizes consequences over positive reinforcement.	Student behavior is appropriate; the teacher’s response to student misbehavior is proactive and includes student specific redirection, feedback and positive reinforcement.	<i>All of level 3 and...</i> The teacher’s response to student misbehavior is sensitive to students’ individual needs. Students respond to each other’s inappropriate behavior and redirect each other.
2.3 Establish a culture of respect and rapport which supports students’ emotional safety	A) Interactions between teacher and students	The teacher’s interaction with some students is negative, demeaning, sarcastic, or inappropriate to the age and/or individual needs of the students. Students exhibit disrespect for the teacher.	The teacher’s interactions with students may reflect occasional inconsistencies, favoritism, or disregard for the age and/or individual needs of the students and/or students exhibit minimal respect for the teacher.	The teacher’s interactions with students demonstrate general caring and respect in ways that are appropriate to the age and/or individual needs of the students. Students exhibit respect for the teacher.	<i>All of level 3 and...</i> The teacher’s interactions with students reflect respect and caring, for individual students.
	B) Student interactions with each other	Student interactions are characterized by conflict, sarcasm, or put-downs, which interfere with learning for some students.	Students do not demonstrate disrespect for one another, but do not support each other’s learning.	Student interactions are generally polite, respectful, and support each other’s learning under the teacher’s direction.	<i>All of level 3 and...</i> Students demonstrate genuine respect, caring, and support for each other’s learning under their own initiative.
2.4 Use smooth and efficient transitions, routines, and procedures	A) Routines, procedures, and transitions	The teacher has not established or does not enforce routines and procedures, resulting in chaotic transitions and/or loss of learning time.	The teacher has established some routines and procedures, however some routines are missing and/or inconsistent implementation of routines results in some loss of instructional time.	The teacher has established and enforces routines and procedures; transitions result in little loss of instructional time.	<i>All of level 3 and...</i> Routines and procedures operate seamlessly and efficiently; transitions result in no loss of instructional time.

Domain 3: Instruction

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson	The teacher does not explain the learning objectives	The teacher explains the learning objectives mostly in terms of what students are going to do instead of what they will learn.	The teacher explains a 3-part learning objective. Students are able to articulate what they are expected to learn. The teacher refers back to the objective throughout the lesson.	<i>All of level 3 and...</i> Students are able to articulate why they are learning the lesson. The teacher references the objective in multiple ways throughout the lesson.
	B) Connections to prior and future learning experiences	The teacher makes limited connections between current learning objectives and students' prior and future learning.	The teacher makes connections between the current learning objectives and the students' prior and future learning. Connections are vague and/or based on connections to assessments and grades.	The teacher connects the current learning objectives to the students' prior and future learning to further student understanding of the content material within the greater context of the discipline..	<i>All of level 3 and...</i> The teacher facilitates as students build connections to prior and future learning objectives. Students make explicit connections within and outside of the discipline.
	C) Criteria for success	The teacher does not establish success criteria or does not share them with students and/or the success criteria focuses on what students do rather than what students learn.	The teacher alludes to the success criteria, but does not provide students with models or exemplars. The success criteria are a combination of what students will do and what they will learn.	The teacher clearly states the criteria for success. The teacher provides exemplars or models of successful attainment of the lesson objectives The success criteria focus on what students will learn.	<i>All of level 3 and...</i> The teacher and students create and/or discuss the criteria for success with a focus on what students will learn. Students use exemplars or models as a means for self-assessing their progress.
3.2 Facilitates Instructional Cycle	A) Executes lesson cycle	The teacher does not implement lesson cycle and / or pacing does not allow the lesson to progress past direct instruction.	The teacher implements lesson cycle inconsistently; pacing of lesson segments is inappropriate for students to make progress toward attaining learning objectives.	The teacher implements the full lesson cycle (or the components of the lesson cycle that meet the needs of the objective and students), with appropriate pacing, which provides opportunities for gradual release and independent practice to demonstrate attainment of the learning objectives.	<i>All of level 3 and...</i> The teacher adapts and differentiates the lesson cycle so individual students progress towards mastery. Students have opportunities to extend or shorten lesson segments as needed throughout the class.
	B) Cognitive Level of Student Learning Experiences	Learning experiences (assignments / strategies) do not meet the level of rigor required to achieve stated learning objectives.	Learning experiences (assignments / strategies) partially meet the level of rigor required to achieve stated learning objectives.	Learning experiences (assignments / strategies) consistently match the level of rigor required to achieve stated learning objectives.	<i>All of level 3 and...</i> Learning experiences are differentiated to allow individual students to attain mastery of the standard and master the stated learning objectives.

Domain 3: Instruction

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV

3.3 Implementation of instructional strategies	A) Questioning	The teacher poses low-level, rote recall questions that require little cognitive challenge.	The teacher poses scaffolded questions that do not move students toward mastery of the learning objectives. The teacher poses a combination of low and mid-level questions that require inconsistent levels of cognitive challenge.	The teacher poses scaffolded questions that move student thinking towards mastery of the learning objective. Teacher requires students to fully answer questions and uses probing questions to extend students' ideas.	<i>All of level 3 and...</i> Students pose questions that require consistent cognitive challenge. Students respond to questions in a way that engages one other and respond to questions without prompting from the teacher. Students initiate questions to further their understanding of the content.
	B) Academic Discourse	Conversations in whole and small group settings are moderated by the teacher and elicit little academic discourse (e.g., content vocabulary, scholarly language, or students justifying, explaining, or defending their answer) among students.	During conversations in whole and small group settings, discussion is facilitated by the teacher, and academic discourse among students is inconsistent and/or students inconsistently use content vocabulary, justification, explanation or defense of their answers. Discourse may also be limited to a small number of students. .	Conversations in whole and small group settings are facilitated by the teacher and involve students in consistent levels of academic discourse; students display some, but not all of the following: initiating and talking about an academic idea, using academic vocabulary, supporting ideas with evidence, referencing text, etc.	<i>All of level 3 and...</i> Conversations are facilitated by students. Students talk without prompting about an academic idea, using academic vocabulary and support ideas with evidence.
	C) Group structures	There is a mismatch between the grouping structure and instructional objective/ student needs.	Instructional grouping arrangements are partially successful in maximizing student learning (e.g., structure, roles, duration). The grouping structures chosen by the teacher may not be suitable for the given learning activity. Student participation is inconsistent and teacher may not hold students accountable for individual / group work.	Structure and size of grouping arrangements are purposeful so as to maximize student learning and are appropriate to the chosen learning activity. Students participating in groups are held accountable for group work and individual work.	<i>All of level 3 and...</i> Teacher differentiates grouping arrangements in order to maximize learning for individual students. Students rely on each other to work through challenging activities and hold themselves and each other accountable for individual / group work.
	D) Resources and instructional materials	Resources and instructional materials are unsuitable to the lesson objectives, distract from or interfere with student learning, and / or do not promote cognitive engagement.	Resources and instructional materials are partially suitable to the lesson objectives. Resources and materials only partially promote cognitive engagement.	Resources and instructional materials are suitable to the lesson objectives, support attainment of the learning objective, and promote cognitive engagement.	<i>All of level 3 and...</i> Resources and instructional materials require cognitive engagement. Students choose, adapt or create materials to extend learning.

3.4 Monitoring student learning during instruction	A) Checking for understanding and adjusting instruction	The teacher does not check for students' understanding of the learning objectives during the lesson and/or does not adjust instruction.	The teacher has limited techniques to accurately check for students' understanding of the learning objectives and/or does not use the information gained to make adjustments in instruction.	The teacher uses frequent and varied techniques to accurately monitor students' progress toward the learning objectives and adjusts instruction to meet students' learning needs.	<i>All of level 3 and...</i> Students self-assess and suggest adjustments in the instruction to meet their needs.
	B) Feedback to students	The teacher provides no feedback to students or the feedback does not advance students' toward attainment of learning objectives.	The teacher provides a combination of general and instructive feedback that inconsistently advances students toward attainment of the learning objectives.	The teacher provides specific and timely feedback that makes students aware of their performance in relation to established success criteria.	<i>All of level 3 and...</i> Students provide instructive feedback to one another.
	C) Self-monitoring and goal-setting	The teacher does not provide students with opportunities to engage in self-monitoring of their own progress.	The teacher provides students with some opportunities for self-monitoring but does not connect it to plans for improving learning.	The teacher provides students with opportunities for self-monitoring and guidance in determining appropriate next steps to improve learning.	<i>All of level 3 and...</i> Students have opportunities to determine appropriate next steps for improving their own learning.

Contributions to School Community and Family

Domain 4: Developing Professional Practice

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy	The teacher does not know the degree to which a lesson was effective or achieved its instructional goals, or profoundly misjudges the success of a lesson.	The teacher has a generally accurate impression of a lesson's effectiveness and success in meeting the instructional goals.	The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional goals, citing general data to support the judgment.	<i>All of level 3 and...</i> The teacher cites specific data, and weighs the relative strengths of each data source. .
	B) Use in future planning	The teacher has limited suggestions for how the lesson could be improved.	The teacher makes general suggestions about how the lesson could be improved.	The teacher makes specific suggestions about how the specific lesson can be improved and general suggestions for improving the teaching practice as a whole.	<i>All of level 3 and...</i> The teacher predicts how the improvements will advance student learning in future lessons.
	C) Acceptance of feedback	The teacher is resistant to feedback from supervisors or colleagues and/or does not use the feedback to improve practice.	The teacher accepts feedback from supervisors and colleagues but may/may not use the feedback to improve practice.	The teacher welcomes feedback from supervisors and colleagues and uses the feedback to improve practice.	<i>All of level 3 and...</i> The teacher proactively seeks feedback on what has been implemented.
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a professional community	The teacher avoids participating in the professional community activities or has strained relationships with colleagues that negatively impact the learning community.	The teacher participates in professional community activities as required, maintaining cordial relationships with colleagues.	The teacher actively participates in the professional community by developing positive and productive professional relationships with colleagues.	<i>All of level 3 and...</i> The teacher assumes appropriate leadership roles and promotes positive and professional relationships
	B) Professional development	The teacher resists applying learning gained from professional development activities, and does not share knowledge with colleagues.	The teacher applies learning gained from professional development activities, and makes limited contributions to others or the profession.	The teacher welcomes professional development opportunities and applies the learning gained to practice based on an individual assessment of need. The teacher willingly shares expertise with others.	<i>All of level 3 and...</i> The teacher seeks out professional development opportunities and initiates activities that contribute to the profession.
	C) Shared commitment	The teacher demonstrates little commitment to supporting shared agreements that support student learning.	The teacher adheres to shared agreements that support student learning.	The teacher contributes to and actively endorses shared agreements that support student learning.	<i>All of level 3 and...</i> The teacher assumes a leadership role in contributing to, endorsing and encouraging others to embrace the shared agreements that support student learning.

Domain 4: Developing Professional Practice

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV

4.3 Exhibiting and upholding the Green Dot Core Values	A) Unwavering belief in all student's potential	Teacher demonstrates a pattern of failing to put students first (for example, making self available to students, not referring students to academic or behavioral interventions as needed, inconsistently promoting a positive "students can achieve" attitude on campus).	With rare exception, teacher puts students first, (for example, making self available to students referring students to academic or behavioral interventions as needed, promoting a positive "students can achieve" attitude on campus).	Teacher consistently puts students first (for example, making self available to students, referring students to academic or behavioral interventions as needed, promoting a positive "students can achieve" attitude on campus).	<i>All of level 3 and...</i> The teacher assumes a leadership role in encouraging others to develop this belief.
	B) Passion for excellence	Teacher demonstrates a pattern of failing to be solution-oriented, strive for continuous improvement, and be data-driven.	With rare exception, teacher is solution-oriented, striving for continuous improvement, and is data-driven	Teacher is consistently solution-oriented, striving for continuous improvement, and is data-driven.	<i>All of level 3 and...</i> The teacher takes it upon himself to isolate concerns at the school level, develop solutions, and present them to staff and stakeholders.
	C) Personal responsibility	Teacher demonstrates a pattern of failing to hold him/herself accountable for results, inconsistently staying until the job is well-done.	With rare exception, teacher holds him/herself accountable for results, staying until the job is well-done.	Teacher consistently holds him/herself accountable for results, staying until the job is well-done.	<i>All of level 3 and...</i> The teacher seeks out opportunities to help others develop their personal responsibility.
	D) Respect for others and community:	Teacher demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.	With rare exception, teacher interacts with students, colleagues, parents/guardians, and community members in a respectful manner.	Teacher consistently interacts with students, colleagues, parents/guardians, and community members in a respectful manner.	<i>All of level 3 and...</i> The students contribute to the design and implementation of the parent communication system.
	E) All stakeholders critical to process	Teacher demonstrates a pattern of failing to solicit and incorporate input from stakeholders.	With rare exception, teacher solicits and incorporates input from all stakeholders.	Teacher consistently solicits and incorporates input from all stakeholders.	<i>All of level 3 and...</i> The teacher is transparent about stakeholder input, and allows stakeholders to view their data.

Domain 5: Developing Partnerships with Family and Community

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication	The teacher provides minimal information to parents about individual students, and/or the communication is inappropriate to the cultures of the families.	The teacher adheres to the school's required procedures for communicating with families with an awareness of cultural norms	The teacher initiates communication with parents about students' progress on a regular basis, respecting cultural norms.	<i>All of level 3 and...</i> The teacher promotes frequent two-way communication with parents to improve student learning with students contributing to the design of the system.
	B) Responsiveness to parent inquiries and communication	The teacher does not respond, or regularly responds insensitively to parent concerns about students.	The teacher responds to parent concerns in a superficial or cursory manner, or responses may reflect occasional insensitivity	The teacher responds to parent concerns in a timely and culturally respectful manner.	<i>All of level 3 and...</i> The teacher handles this communication with professional and cultural sensitivity.
	C) Inclusion of the family as a partner in learning decisions	The teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	The teacher makes modest and partially successful attempts to engage families in the instructional program.	The teacher's efforts to engage families in the instructional program are frequent and successful.	<i>All of level 3 and...</i> Students contribute ideas for projects that will be enhanced by family participation.
5.2 Equip families with a variety of strategies to support their child's success and college readiness	A) Provision of parent education efforts to support students	The teacher does not provide parents with strategies to support their child's success and college-readiness.	The teacher provides parents with limited strategies to support their child's success and college-readiness.	The teacher provides parents with several strategies to support their child's success and college-readiness including resources outside of the school.	The teacher works collaboratively with parents to identify appropriate strategies to support their child's success and college-readiness including resources outside of the school. Students initiate the use of strategies with their parents.
5.3 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy	There is little / no evidence that students work with the teacher to establish learning goals, or that the teacher advocates for students to establish high learning goals.	There is evidence that the teacher advocates for groups of students to establish high learning goals, and that he/she works with students as a group to set goals.	The teacher encourages and advocates for students to attain high learning goals, works to help set and monitor goals, and integrates curriculum experiences that connect to student goals.	<i>All of level 3 and...</i> The teacher establishes processes through which students establish and monitor high personal learning goals, and self-advocate for their attainment of the goals.
	B) Knowledge of community resources	The teacher is unaware of resources for students available through the school, CMO or community that students may access to learn about success in college and beyond.	The teacher demonstrates knowledge of resources for students available through the school or CMO, but has limited knowledge of resources available more broadly, or does not work to utilize the available resources to support student understanding of success in college and beyond.	The teacher displays awareness of resources for students available through the school or CMO, and familiarity with resources external to the school and on the Internet; available resources are utilized to increase relevance and student understanding of success in college and beyond.	<i>All of level 3 and...</i> Students identify and incorporate resources relevant to them, and that increases their understanding of success in college and beyond.

Domain 5: Developing Partnerships with Family and Community

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV

	C) Support for students in accessing these resources	The teacher is unaware of resources and therefore unable to support students accessing resources.	The teacher refers students to other adults in the school to support students in accessing resources.	The teacher supports and advocates for students in accessing resources within and outside of the school by providing information and facilitating personal contacts.	<i>All of level 3 and...</i> The teacher promotes the students in taking responsibility for identifying and maintaining contacts with resources.
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