

**MIDDLESEX COUNTY VOCATIONAL & TECHNICAL HIGH SCHOOLS
OBSERVATION AND EVALUATION GUIDEBOOK**



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BACKGROUND

The New Jersey Department of Education has outlined requirements for Teacher Observation and Evaluation practices within all public schools in the State. These requirements are meant to ensure that the processes recognize the professionalism and outcomes of all teachers. Known as AchieveNJ, the requirements are meant to:

- Help educators better understand their impact and ultimately improve student outcomes
- Align leadership responsibilities with practices that we know have the greatest influence on learning.
- Foster an environment of continual growth for all students and educators in New Jersey.

Some requirements of Achieve NJ impact all certificated staff and some elements are specific to the job titles held within school districts. The NJDOE provides the following information, specific to job titles, to assist in meeting these requirements:

N.J.A.C. 6A:10 requires that each district board of education adopt policies for the supervision of instruction, setting forth procedures for the observation and evaluation of all teaching staff members, and that such policies be distributed to each teaching staff member at the beginning of his or her employment. It further requires that every district board of education adopt policies and procedures requiring the annual evaluation of all teaching staff members, and that such policies be distributed to each teaching staff members no later than October 1st. The Board policies listed below, and contained in this document, meet those requirements:

- Board of Education Policy #3222, “Teaching Staff Members excluding Teachers and Administrators”
- Board of Education Policy #3221, “Evaluation of Teachers”

Also included in this document are the following documents:

- Observation/Evaluation Procedures
- Portions of the The McRel Teacher Evaluation System
- Guidelines for Staff Evaluation

HOW IS PROFESSIONAL PRACTICE MEASURED

Type of Educator	Evaluation Component Weights
mSGP Teacher	<ul style="list-style-type: none">• Teacher Practice: 70%• SGO: 25%• mSGP: 5%
Non-mSGP Teacher	<ul style="list-style-type: none">• Teacher Practice: 85%• SGO: 15%
mSGP Principal/Assistant Principal (AP)/ Vice Principal (VP)	<ul style="list-style-type: none">• Principal Practice: 70%• Administrator Goals: 10%• SGO Average: 10%• mSGP Average: 10%
Non-mSGP Principal/AP/VP	<ul style="list-style-type: none">• Principal Practice: 80%• Administrator Goals: 10%• SGO Average: 10%

Teacher practice is measured by performance on a teacher practice instrument, which is used to gather evidence primarily through the classroom observation process. The Middlesex County Vocational & Technical School District has adopted the McRel Teacher Evaluation System from the list of State-approved instruments.

The purpose of instructional supervision is based on tenets about what is important for students to learn, the nature of learning and how to promote it, the purposeful science and art of teaching, and the nature of professionalism. The McRel Teacher Evaluation System is a research-based model that conveys that educators, like other professionals, are members of a professional community with an understanding of standards for the work of their profession.

Because teaching is complex, it is helpful to have a schema, structured around a shared understanding of teaching and learning.

The McRel Teacher Evaluation System also has a number of other important features: it is comprehensive, grounded in research and is independent of any particular teaching methodology. In implementing an effective supervisory model of evaluation, it is important to understand the following principles which form the foundation for successful teaching and student achievement. The McRel Teacher Evaluation System divides the complex work of teaching into five standards:

- Standard I: Teachers Demonstrate Leadership
- Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students
- Standard III: Teachers Know the Content They Teach
- Standard IV: Teachers Facilitate Learning For Their Students
- Standard V: Teachers Reflect On Their Practice

The supervisory process is designed to assist teachers in deepening their insights into a relationship among effective teaching, the curriculum, and student learning; the relationships between research and practice; and the vision of the teacher as a professional.

Supervision and evaluation should be based upon:

- a positive understanding and respect between the staff member and the administrator;
- a recognition that observation and evaluation forms to be used by the teacher and administrator are tools which serve as a basis for an open dialogue reflecting effective methods of achieving the goals and objectives of the instructional program;
- A supportive environment in which professional planning conferences are an integral part of the formal supervisory process.

PROCESS AND PROCEDURE

The observation and evaluation of all teaching staff members shall be conducted in compliance with the laws and regulations of the State of New Jersey and the policies and/or procedures of the Board of Education of the Middlesex County Vocational & Technical School district. Additionally, the McRel Teacher Evaluation System and the matrix of domains, components and elements shall serve as the basis for the annual rating of teaching staff in one of the following four categories:

- Highly Effective
- Effective;
- Partially Effective;
- Ineffective

It is important to understand that a rating of “Effective” will be the norm for our teaching staff, with the rating of “Highly Effective” being the goal that we may reach at times in certain aspects of observed lessons.

Non-tenured teachers and staff will have a minimum of three observations a year. These observations will be a minimum of 20 minutes each. All observations will be followed by a post-observation conference with the observer.

Observations will be conducted by multiple observers as required by Achieve NJ.

Tenured teachers and staff will have a minimum of two observations per year. These observations will be a minimum of 20 minutes each. All observations will be followed by a post-observation conference with the observer.

FURTHER CLARIFICATION REGARDING OBSERVATIONS:

- Post-conferences must occur within fifteen (15) teacher workdays after the observation and the next observation cannot take place until the post-observation conference is held
- In accordance with N.J.S.A.C 6A:10 the post-observation conference shall be for the purpose of reviewing the data collected at the observation, converting data to the proper practice instrument while offering areas to improve effectiveness (if needed).
- Teachers on a CAP will receive at least one extra observation a year for a minimum of 20 minutes
- Teachers on a CAP must have a minimum of two different observers conduct observations in a year

OBSERVATION AND EVALUATION SCHEDULE OVERVIEW

NON-TENURED TEACHERS AND TEACHERS ON A CORRECTIVE ACTION PLAN (CAP)

- September Review McRel Rubric and Observation Process with all staff members
- By December 3rd First round of observations
- By February 4th Second round of observations
- By April 22rd Third round of observations

Additional Observations may be conducted at the discretion of district/ building administration

- By May 6th Summative Evaluations Completed

TENURED TEACHERS

- September Review McRel Rubric and observation process with all staff members
- By December 3rd First round of observations
- By April 22rd Second round of observations

Additional Observations may be conducted at the discretion of district/ building administration

- By May 27th Summative Evaluations

Administrators will conduct two co-observations each

- First Co-observation completed by December 3rd
- Second Co-Observation completed by April 22nd

Please note, co-observations should not be done by two central office administrators. If two central office administrators complete a co-observation, it will be for calibration purposes only.

ADDITIONAL CALENDAR ITEMS FOR PLANNING:

October 31	Final SGO approval PDP due
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TENURE

Earning Tenure: As outlined in the Achieve NJ statute, all educators BOE approved after August 6, 2012, are eligible to earn tenure after four years and one day. Additionally, TEACHNJ links the earning and keeping of tenure to the results of an employee's annual summative evaluation.

Losing Tenure: Additionally, teachers with tenure may lose tenure. If a tenured teacher receives two consecutive years of "Ineffective" rating, or a first year of "Partially Effective" and a subsequent year of rating of "Ineffective", the superintendent **must** file a charge of inefficiency. Tenured teachers who have a first year rating of "Ineffective" and a subsequent year rating of "Partially Effective" although demonstrating growth, the superintendent may also file charges of inefficiency. Lastly, a tenured teacher receiving two consecutive years of a rating of "Partially Effective" may also have charges of inefficiency filed against them. Under certain circumstances, the superintendent may also file a charge of inefficiency without two years of poor summative

evaluation rating and may also file tenure charges for incapacity, conduct unbecoming such a teaching staff member, or any other just cause.

EXAMPLES OF EVIDENCE USED TO DETERMINE SUMMARY PERFORMANCE

The following are examples of what educators may consider when utilizing the McRel Rubrics for evaluative purposes. Teachers will need to demonstrate an understanding of the rubrics in order to choose artifacts for collection.

Standard 1: Teacher Demonstrates Leadership Element A: Teachers lead in their classrooms

<u>Developing:</u> -Understands how they contribute to students graduating from high school -Uses data to understand the skills and abilities of students	<u>Proficient:</u> -Takes responsibility for the progress of students to ensure that they graduate from high school - Provides evidence of data driven instruction throughout all classroom activities - Establishes a safe and orderly classroom	<u>Accomplished:</u> -Communicates to students the vision of being prepared for life in the 21st Century -Evaluates student progress using a variety of assessment data -Creates a classroom culture that empowers students to collaborate	<u>Distinguished:</u> -Encourages students to take responsibility for their own learning -Uses classroom assessment data to inform program planning -Empowers and encourages students to create and maintain a safe and supportive school community environment
<i>Including but not limited to:</i> -Reviews available Benchmark data -Links this lesson to previous lessons -Identifies subgroups such as Special Education students, ESL, etc. -Teaches students classroom rules, routines and behavioral expectations	<i>Including but not limited to:</i> -Differentiates instruction by grouping and individualizing instruction -Uses data to inform and modify instruction Provides rubrics for assignments -Models appropriate interpersonal skills	<i>Including but not limited to:</i> -Uses and encourages students to use technology -Creates collaborative groupings based on differentiation of skills and abilities -Uses benchmark tests, common assessments, etc. to set individualized academic goals for students -Regularly uses rubrics for teacher, peer and self-assessment	<i>Including but not limited to:</i> -Models active participation through contributions on committees, reviewing pacing guides/benchmarks, etc. -Leads student groups that encourage students to support one another inside and outside of the classroom -Provides students opportunities to create their own rubrics

Standard1: Teachers Demonstrates Leadership Element B: Teachers demonstrate leadership in the school

<u>Developing:</u> -Attends professional learning community meetings -Displays awareness of the goals of the school improvement plan	<u>Proficient:</u> -Participates in professional learning community -Participates in developing and/or implementing the school improvement plan	<u>Accomplished:</u> -Assumes a leadership role in the professional learning community -Collaborates with school personnel on school improvement activities	<u>Distinguished:</u> -Collaborates with colleagues to improve the quality of learning in the school -Assumes a leadership role in implementing school improvement plan throughout the building
<i>Including but not limited to:</i> -Attends faculty, grade level/team and department meetings -Attends PLC meetings but does not contribute -Has a copy of the school improvement plan readily available	<i>Including but not limited to:</i> -Attends professional learning activities - Works collaboratively with peers on lesson plans -Activity participates in PLC meetings by completing PLC reflection, keeping notes and contributes to discussions.	<i>Including but not limited to:</i> -Serves on a curriculum committee -Effectively leads grade level/team/department meetings -Makes professional development presentations to the faculty -Initiates proposals to impact student achievement. -Volunteers for committees -Volunteers to participate in new initiatives -Identifies instructional problems on grade level/team/department level	<i>Including but not limited to:</i> -Identifies and suggests solutions to instructional problems that transcend grade level/team/department -Suggests instructional improvements across grade level/team/departments -Effectively uses and shares research based best practices with others -Leads staff development at school

Standard 2: Teachers establish a respectful environment for a diverse population of students

Element A: Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults

<u>Developing:</u> -Appreciates and understands the need to establish nurturing relationships	<u>Proficient:</u> -Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment	<u>Accomplished:</u> -Maintains a positive and nurturing learning environment	<u>Distinguished:</u> -Encourages and advises others to provide a nurturing and positive learning environment for all students
<i>Including but not limited to:</i> -Models good manners and respect for students -Rewards good student behavior -Stops inappropriate behavior - Explains teacher expectations to students - Explains student-to-student expectations	<i>Including but not limited to:</i> -Addresses students with kindness and respect - Recognizes successful team achievements -Establishes and posts respectful classroom procedures -Rewards students who support peers and exemplify positive character -Requires students to treat each other with respect - Treats all students with respect - Uses interventions to limit and positively impact referrals -Attends school-related activities to support students -Creates student groups that reflect diversity - Requires students to treat each other with respect	<i>Including but not limited to:</i> -Discusses effective techniques with inclusion personnel and makes instructional modifications as needed. -Asks for student feedback about classroom climate - Consistently applies respectful classroom procedures - Enforces classroom rules fairly and consistently - Selects materials that include the contributions of other cultures and contradict stereotypes -Regularly provides feedback that is ongoing, timely and individualized. -Models optimism	<i>Including but not limited to:</i> - Shares best practices for positive learning environment at PLC, grade, team and faculty meetings - Takes initiative with HIB awareness with lessons and/or activities

Standard 2: Teachers establish a respectful environment for a diverse population of students

Element B: Teachers embrace diversity in the school community and the world

<p><u>Developing:</u></p> <ul style="list-style-type: none">-Acknowledges that diverse cultures impact the world-Demonstrates awareness of the diversity of students in the classroom	<p><u>Proficient:</u></p> <ul style="list-style-type: none">-Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues-Acknowledges the influence of race, ethnicity, gender, religion, socioeconomics, and culture on a student's development and attitudes	<p><u>Accomplished:</u></p> <ul style="list-style-type: none">-Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures-Consistently incorporates different points of view in instruction	<p><u>Distinguished:</u></p> <ul style="list-style-type: none">-Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum-Capitalizes on diversity as an asset in the classroom
<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none">-Groups students heterogeneously when appropriate-Recognizes the contributions of diverse cultures-Accepts the values and traditions of all students-Encourages every student to participate in class discussions.	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none">Selects materials that show people in non-stereotypical roles-Presents opposing points of view without value judgment-Allows students to make some choices in their assignments	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none">-Promotes tolerance in the classroom-Uses instructional materials that reflect diverse cultures and their history when possible-Accepts student work products that reflect their background-Models sensitivity toward activities that a student's background may prohibit	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none">-Uses guest speakers who reflect diverse cultures-Uses technology and appropriate social media to explore cultural diversity-Creates a culture where students choose to work with students of varied ability and ethnicity

Standard 3: Teachers know the content they teach Element A: Teachers align their instruction with the New Jersey Student Learning Standards and approved District curriculum Developing

<u>Developing:</u> -Demonstrates an awareness of the New Jersey Student Learning Standards and approved District curriculum and references it in the preparation of lesson plans -Secondary: Recognizes the importance of integrating literacy strategies within the content area	<u>Proficient:</u> -Understands the New Jersey Student Learning Standards and approved District curriculum, uses it in preparation of lesson plans and applies strategies to make the curriculum rigorous and relevant -Secondary: Incorporate a wide variety of literacy skills within content areas to enhance learning	<u>Accomplished:</u> -Develops and applies strategies based on the New Jersey Student Learning Standards and approved District curriculum standards developed by professional organizations to make the curriculum balanced, rigorous, and relevant -Secondary: Evaluates and reflects upon the effectiveness of literacy instruction within content areas	<u>Distinguished:</u> -Assists colleagues in applying such strategies in their classrooms -Secondary: Makes necessary changes to instructional practices to improve student learning
<i>Including but not limited to:</i> -Develops lesson plans that are clear, logical and sequentially aligned with the New Jersey Student Learning Standards -Posts daily objectives (learning targets) and references the New Jersey Student Learning Standards -Plans lessons throughout the curriculum with literacy skills in mind -Accesses NJ State standards and District curriculum documents	<i>Including but not limited to:</i> -Presents lessons that require students to use higher order thinking skills -Models and explicitly teaches and demonstrates comprehension skills - Relates learning activities to real life applications -Uses strategies that draw on students' prior knowledge -Has students explain new information in their own words	<i>Including but not limited to:</i> -Gives students prompt and effective feedback to help improve literacy skills -Uses all data to assess, drive, and direct literacy instruction -Uses evaluation rubrics for content area and integrated literacy skills -Includes higher order thinking skills in all activities and assessments. -Provides students with multiple and varied formative and summative assessments	<i>Including but not limited to:</i> -Shares strategies in grade, team, or department meetings -Regroups students for reteaching based on parts of instruction not mastered - Regroups students to accelerate/enhance learning beyond the required curriculum

Standard 3: Teachers know the content they teach Element B: Teachers know the content appropriate to their teaching specialty

<u>Developing:</u> -Demonstrates a basic level of content knowledge in the teaching specialty to which assigned	<u>Proficient:</u> -Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned	<u>Accomplished:</u> -Applies knowledge of subject beyond the content in assigned teaching specialty. -Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity	<u>Distinguished:</u> -Extends knowledge of subject beyond content in their teaching specialty and sparks students curiosity for learning beyond the required course work
<i>Including but not limited to:</i> -Knows the content that supports the New Jersey Student Learning Standards and District curriculum -Presents information that is accurate -Explains learning goals, instructional procedures and content accurately	<i>Including but not limited to:</i> -Teaches content in a variety of ways -Assesses students formally and informally to modify instruction -Groups students to modify instruction as needed -Uses multiple questioning techniques for student inquiry	<i>Including but not limited to:</i> -Integrates the content of subject areas with other disciplines -Disaggregates data to create purposeful lessons and assignments -Adjusts lessons to accommodate student interests/choice. -Engages students in activities which use 21st century skills -Creates and/or teaches an interdisciplinary/parallel unit with teachers from other subject areas	<i>Including but not limited to:</i> -Develops lessons where students take responsibility for their own learning and researching topics related to the content -Provides simulated learning experiences using relevant activities -Assists colleagues with developing more in-depth lessons

Standard 4: Teachers facilitate learning for their students Element A: Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual physical, social, and emotional development of their students.

<u>Developing:</u> -Understands developmental levels of students and recognizes the need to differentiate instruction	<u>Proficient:</u> -Understands developmental levels of students and appropriately differentiates instruction -Assesses resources needed to address strengths and weaknesses of students	<u>Accomplished:</u> -Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction -Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses	<u>Distinguished:</u> -Encourages and guides colleagues to adapt instruction to align with students' developmental levels -Stays abreast of current research about learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students
<i>Including but not limited to:</i> -Attends workshops on differentiated instruction -Acknowledges that language proficiency affects learning without routinely differentiating instruction -Acknowledges that emotional, intellectual, and physical development affect learning with differentiating effects -Conducts instruction at different levels occasionally -Holds expectations that are appropriate for grade level	<i>Including but not limited to:</i> -Uses current best practices resources to differentiate instruction -Differentiates instruction according to students level and needs -Groups students for activities as respective to levels and academic development -Regularly and effectively analyzes assessment data to remediate students -Modifies instruction according to IEP's, 504s and I&RS	<i>Including but not limited to:</i> -Facilitates student learning on differentiated levels -Offers students opportunities to extend and stretch their strengths and weaknesses within different learning styles/intelligences -Shares lesson plans with other teachers, including plans with differentiated instructions	<i>Including but not limited to:</i> -Promotes and encourages differentiation among colleagues -Leads and conducts staff development on differentiated instruction

-Aware of IEPs, 504s and I&RS plans			
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Standard 4: Teachers facilitate learning for their students **Element B: Teachers plan instruction appropriate for their students**

<u>Developing:</u> -Recognizes data sources important to planning instruction	<u>Proficient:</u> -Uses a variety of data for short and long-range planning of instruction -Monitors and modifies instructional plans to enhance student learning	<u>Accomplished:</u> -Monitors student performance and responds to individual learning needs in order to engage students in learning	<u>Distinguished:</u> -Monitors students' performance and responds to cultural diversity and learning needs through the school improvement process
<i>Including but not limited to:</i> -Meets regularly with mentor /colleagues /administrator to discuss and teaching practice -Identifies and utilizes student performance data -Develops short and long-term lesson plans in accordance with District curriculum	<i>Including but not limited to:</i> -Ensures that students are actively engaged in classroom activities -Uses disaggregated data to enhance instruction and create lesson plans -Uses formative assessments to determine when reteaching is necessary	<i>Including but not limited to:</i> -Uses data to modify instruction for individuals and small groups -Plans for small group instruction based on needs ranging from remediation to challenge. -Monitors trends in student performance so as to identify strengths and weaknesses in individual students and modify instruction for each child	<i>Including but not limited to:</i> -Supports other teachers in the use of data during the planning process -Plans always reflect and embrace cultural diversity and awareness


Standard 5: Teachers reflect on their practices Element A: Teachers analyze student learning

<u>Developing:</u> -Recognizes the need to improve student learning in the classroom	<u>Proficient:</u> -Provides ideas about what can be done to improve student learning in their classroom	<u>Accomplished:</u> -Thinks systematically & critically about learning in their classroom: Why learning happens & what can be done to improve student achievement	<u>Distinguished</u> -Provides a detailed analysis about what can be done to improve student learning and uses such analysis to adapt instructional practices and materials within the classroom and at the school level.
<i>Including but not limited to:</i> -Monitors student progress toward learning goals and objectives through regular diagnostic evaluations -Knows how to access testing data and determine composite scores -Identifies through data (classroom assessment, New Jersey Student Learning Standards, standardized tests) where students are not learning -Awareness of students with IEPs, 504s and I&RS plans	<i>Including but not limited to:</i> -Ensures all lessons are motivationally directed at making instruction meaningful -Provides clear performance expectations to students -Individualizes instruction to meet the needs of his/her students -Actively participates in I&RS, team, grade level, department meetings in discussing student learning	<i>Including but not limited to:</i> -Ensures students have a working knowledge of an instructional concept prior to leading into the next phase of instruction -Consistently and systematically evaluates self as instructional facilitator of their best practices -Uses current research to enhance instruction -Compares school wide and classroom best practices to their own in order to evaluate effectiveness of their instruction -Seeks feedback from all stakeholders (including students) to increase teacher effectiveness -Routinely changes instructional methods & strategies based on data analysis	<i>Including but not limited to:</i> -Analyzes instructional techniques throughout the year to determine successful strategies as measured by student success -Meets with the principal and instructional supervisor to analyze test scores and develop diverse instructional plans to meet the individual needs of students -Serves as a model classroom for the school and/or district

Standard 5: Teachers reflect on their practice Element B: Teachers link professional growth to their professional goals

<u>Developing</u> -Understands the importance of professional development	<u>Proficient:</u> -Participate in professional development aligned with professional goals	<u>Accomplished:</u> -Participates in professional development activities aligned with goals and student needs.	<u>Distinguished</u> -Applies and implements knowledge and skills attained from professional development consistent with its intent.
<i>Including but not limited to:</i> -Constantly pursues relevant experiences to foster growth -Collaboratively creates a PDP with detailed professional development strategies to support growth -Knows the schedule and attends PLCs, InService, faculty, team, grade level and department meetings.	<i>Including but not limited to:</i> -Attends, implements, and shares professional development information at department/grade level and staff meetings -Demonstrates concern for school achievement -Explores link between professional learning and student achievement. -Incorporates new ideas from professional development activities into lesson plans.	<i>Including but not limited to:</i> -Participates in professional development activities that enhance student achievement, growth, and performance -Participates in professional development activities that helps the teacher develop creative instructional strategies to challenge students	<i>Including but not limited to:</i> -Conducts professional development training for colleagues as needed -Runs PLC, or In-Service program. -Volunteers to turnkey and/or facilitate professional learning for colleagues. -Analyzes data from student assessment and alters instruction within classroom in accordance with skills/knowledge acquired through PD

KEY WORDS FOR LEVELS OF PERFORMANCE

<i>DEVELOPING</i>	<i>PROFICIENT</i>	<i>ACCOMPLISHED</i>	<i>DISTINGUISHED</i>
<ul style="list-style-type: none"> ● Lack of... ● Unsafe... ● Harmful ● Unclear ● Unaware ● Poor ● Unsuitable ● Confusing ● Does not... ● Fails ● Inappropriate ● Insensitive ● Little Knowledge ● Low Level ● Minimal Impact ● Negative ● Negative Interaction ● Poorly ● Poor Alignment ● Low commitment ● Non-existent ● No evidence ● Unclear 	<ul style="list-style-type: none"> ● Inconsistent ● Partial ● General ● Attempts... ● Moderate ● Minimal ● Accepts with reluctance ● Lack of opportunity ● Likely ● Little ● Occasional ● Partially successful ● Safe Classroom ● Some Awareness 	<ul style="list-style-type: none"> ● Consistent ● Frequent ● Successful ● Appropriate ● Clear ● Positive ● Smooth ● Actively seeks ● Aligned ● Aware ● Engaged ● Appropriate ● Meets Expectations ● Rigorous ● Proficient ● Promotes Success ● Solid Knowledge ● Smoothly ● Suitable for most ● Solid <div style="text-align: center;">  <p>TEACHER DIRECTED</p> </div>	<ul style="list-style-type: none"> ● Seamless ● Subtle ● Skillful ● Preventative ● Leadership ● Student Centered ● Actively builds ● Actively seeks ● Clear criteria ● Highly Effective ● Enhances ● Extensive Knowledge ● Fully Aligned ● High Level ● High Expectations ● Seizes Opportunity ● Student Driven ● Sophisticated ● Successfully <div style="text-align: center;">  <p>STUDENT DIRECTED</p> </div>