

Danielson Rubric 2022 - Domain 1: Planning & Preparation

	Ineffective	Developing	Effective	Highly Effective
<p>Component 1A: Applying Knowledge of Content & Pedagogy</p> <p>Announced (pre-conf. question & lesson plan)</p>	The teacher lacks sufficient knowledge of content & pedagogy to support student learning of the content.	The teachers' understanding of content & pedagogy partially supports student learning of the content.	The teachers' understanding of content & pedagogy supports student learning of the content.	The teachers' understanding of content & pedagogy fosters deeper learning, student agency, & intellectual dispositions such as curiosity, reasoning, & reflection.
Disciplinary Expertise	Planning & preparation include content errors or demonstrate a lack of understanding of the content.	Planning & preparation indicate partial understanding of the central concepts of the discipline & their relationship to one another.	Planning & preparation reflect solid understanding of content & the structure of the discipline being taught.	Planning & preparation reflect extensive knowledge of important concepts & how they relate to one another, as well as recent developments in the discipline.
Pedagogical Content Knowledge	Lesson & unit plans lack consideration for prerequisite knowledge & possible student misconceptions.	Lesson & unit plans include instructional strategies & representations of content that are partially suitable & show some consideration for prerequisite knowledge important to student learning of the content.	Lesson & unit plans include a variety of strategies & representations of content appropriate to the discipline, use a range of pedagogical approaches, & demonstrate understanding of prerequisite relationships among topics & concepts.	In lessons & units planned or adapted, instructional strategies & representations of content are chosen wisely & explicitly for their suitability to the content & their ability to foster high levels of intellectual engagement, skill development, & critical thinking.
Knowledge of Interdisciplinary Relationships & Skills	No interdisciplinary relationships are identified in plans or preparation.	Plans & preparation cite some relevant connections to concepts in other disciplines & to skills that transfer across disciplines.	Plans & preparation demonstrate knowledge of interdisciplinary relationship & skills to be explored & their real-world application.	Lessons & units planned or adapted focus on connecting concepts to other disciplines, prioritizing skills that transfer across disciplines & emphasizing real-world applications of these concepts & skills.

	Ineffective	Developing	Effective	Highly Effective
<p>Component 1B: Knowing & Valuing Students</p> <p>Announced (pre-conf. question & lesson plan)</p>	The teacher lacks sufficient knowledge of students to support student learning or development.	The teacher's knowledge of students' identities, as well as their strengths & needs partially supports learning & development.	The teacher's knowledge of students supports learning & development & enables the teacher to build upon student assets.	The teacher's knowledge of students is extensive & fosters student learning & development to support academic & personal success.
Respect for Students' Identities	The teacher is not aware of or pays little attention to students' race, culture, or identify.	The teacher applies knowledge of students' race, culture, & identities to planning & preparation with limited success.	The teacher successfully incorporates knowledge of students' race, culture, & identities, into planning & preparation.	The teacher recognizes & appreciates students' race, culture, & unique identities, designing culturally responsive & affirming learning experiences with them in mind.
Understanding of Students' Current Knowledge & Skills	The teacher does not try to ascertain information about students' varied prior knowledge, skills, or mindsets.	The teacher applies an understanding of students' varied knowledge & skill levels, as well as mindsets related to learning, with limited success.	The teacher successfully applies an understanding of students' levels of knowledge & skill, as well as their mindsets about learning, in planning & preparation.	The teacher's deep understanding of each student's knowledge, skills, & mindsets ensures that students receive appropriate scaffolds, when necessary, meet rigorous outcomes, & are challenged to do their best work.
Knowledge of Whole Child Development	The teacher does not attend to or understand students' cognitive, social, emotional, & character development.	The teacher's understanding of students' cognitive, social, emotional, & character development in planning & preparation with limited success.	The teacher successfully incorporates an understanding of students' cognitive, social, emotional, & character development is successfully incorporated into planning & preparation.	The teacher deeply understands & integrates students' cognitive, social, emotional & character development to model & teach habits & mindsets that promote student assumption of responsibility.
Knowledge of the Learning Process & Learning Differences	The teacher displays insufficient understanding of how students learn & develop in general or of individual differences for students in the class.	The teacher has limited understanding of the learning process & of individual learning differences.	The teacher's accurate understanding of how students learn & learn differently is evident in planning & preparation.	In lessons planned or adapted, the teacher uses extensive knowledge of the learning process & learning differences to design experiences that are engaging & successful.

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<p>Component 1C: Setting Instructional Outcomes</p> <p>Announced (pre-conf. question & lesson plan)</p>	Instructional outcomes are not identified, are not rigorous, or are inappropriate.	Instructional outcomes are moderately rigorous & are appropriate for most students in the class.	Instructional outcomes are rigorous & appropriate for students.	Instructional outcomes represent high-level learning of important content & support student autonomy, curiosity & intellectual risk-taking.
Value & Relevance	Instructional outcomes are not relevant or meaningful or do not reflect important learning.	Instructional outcomes are somewhat relevant & partially reflecting important learning & development.	Instructional outcomes are mostly relevant & reflect important learning & development.	Instructional outcomes consistently reflect important, meaningful, & relevant learning for students.
Alignment to Grade-Level Standards	Instructional outcomes do not reflect grade-level standards.	Instructional outcomes partially reflect grade-level standards.	Instructional outcomes mostly reflect grade-level standards.	Instructional outcomes consistently reflect grade-level standards that challenge all students in the class & encourage intellectual risk taking.
Clarity of Purpose	Instructional outcomes are unclear or are stated as activities.	Instructional outcomes are somewhat clear & partially describing what students will learn.	Instructional outcomes are mostly clear & specific, likely to ensure what they will learn & how.	Instructional outcomes are uniformly clear & specific & support students to extend their learning.
Integration of Multiple Aspects of Student Development	Instructional outcomes do not reflect a range of purposes.	Instructional outcomes target different types of outcomes beyond academic knowledge & skills with partial success.	Instructional outcomes represent a range of high-priority, developmentally appropriate purposes, including academic, social-emotional, & character development goals.	Instructional outcomes integrate academic, social-emotional, & character development goals rather than treating them separately.

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<p>Component 1E: Planning Coherent Instruction</p> <p>Announced (pre-conf. question & lesson plan)</p>	The design of learning experience does not support student engagement with important content.	Learning experiences are somewhat coherent in structure, within & across lessons, partially supporting students to meet the intended consequences.	Learning experiences are challenging & engaged; they are designed to meet the needs of students in the class.	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, & support student assumption of responsibility of learning.
Tasks & Activities	Tasks & activities are uninteresting to students, do not challenge them, and/or do not align to instructional outcomes.	Tasks & activities are partially aligned to the instructional outcomes & represent a modest level of intellectual challenge.	Tasks & activities are aligned with learning outcomes & provide opportunities for higher-level thinking.	Tasks & activities encourage student agency & create authentic opportunities to engage with meaningful content.
Flexible Learning	There is only a single approach or activity planned for students to learn the content.	There are multiple ways for students to learn the content & a variety of strategies are used with some success	Multiple strategies & approaches are tailored to the needs of various students to accelerate & support their success.	Lessons provide opportunities for students to engage beyond the content of the lesson; &, when appropriate, the teacher works with the students to co-design learning experiences.
Student Collaboration	Student groupings are not used or do not support learning.	Students are in groups that are only partially appropriate to the learning activities or goals.	Instructional groups are organized thoughtfully to maximize learning & build on students' strengths.	Collaboration through teacher-designed & student-chosen instructional groups is an essential component of learning & development.
Structure & Flow	Plans for learning are not well structured or sequenced.	Plans for learning are partially well structured but may not be realistic about time expectations.	Plans for learning are well structured & have a flow that allows for student learning & reflection.	Plans for learning are well structured & have a flow that supports student autonomy in the learning process.

Danielson Rubric 2022 - Domain 2: Learning Environments

	Ineffective	Developing	Effective	Highly Effective
<p>Component 2A: Cultivating Respectful and Affirming Environments</p> <p>Announced (during instruction)</p> <p>Unannounced (during instruction)</p>	<p>Students do not feel safe & valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.</p>	<p>Learning environments are partially characterized by caring & respectful interactions.</p>	<p>Learning environments are characterized by positive developmental relationships that are intentionally nurtured & celebrated.</p>	<p>Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.</p>
Positive Relationships	<p>Classroom interactions, both between the teacher & the students & among students, are frequently negative, uncaring, inappropriate, or insensitive to students' identities & developmental levels.</p>	<p>Classroom interactions, both between the teacher & students & among students, are consistently caring & respectful, but form a foundation for positive relationships to develop.</p>	<p>Classroom interactions, both between the teacher & students & among students, demonstrate caring & respect that honors students' identities, race, and cultural background.</p>	<p>Patterns of interacting in the classroom are culturally responsive; the teacher's own cultural competence & critical consciousness foster positive relationships & students take an active role in developing & sustaining positive relationships.</p>
Sense of Belonging	<p>Some students' verbal or nonverbal communication indicates that they feel isolated, insecure, or not part of the classroom community.</p>	<p>Verbal & nonverbal communication indicates that many students feel part of a classroom community that welcomes & honors their individual identity.</p>	<p>Verbal & nonverbal participation indicates most students participate in a class community that reflects their collective identity while honoring individual variations.</p>	<p>Student participation indicates they are co-creating a community that reflects their unique collective identity & interests as a class while honoring individual identity.</p>
Cultural Responsiveness	<p>Learning environments do not reflect the individual racial & cultural identities of students.</p>	<p>Learning environments reflect & honor some elements of students' individual & shared racial & cultural identities.</p>	<p>Learning environments reflect elements of students' racial & cultural identities while recognizing, addressing, & honoring differences between students' & teachers' unique identities.</p>	<p>Students have helped create a unique identity for their class that includes all, celebrates each individual's racial & cultural identity, honors diversity, & acknowledges & addresses racial & cultural dynamics at play in the environment.</p>
Positive Conflict Resolution	<p>Conflict & disrespectful interactions occur in the classroom & are neither addressed nor resolved.</p>	<p>Conflict & disrespectful interactions are addressed by the teacher, with uneven results.</p>	<p>The teacher & students effectively use a clear & culturally competent approach to conflict resolution to resolve conflicts & restore trust.</p>	<p>Students in the class are responsible for resolving conflict & actively follow established processes or norms for resolving conflict & restoring trust.</p>

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<p>Component 2B: Fostering a Culture for Learning</p> <p>Announced (during instruction) Unannounced (during instruction)</p>	The culture of the class is not conducive to learning & does not support development.	The culture of the class is somewhat conducive to learning & development.	The culture of the class is characterized by high expectations & supports students' learning & development.	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, & growth, allowing all students to experience success.
Purpose & Motivation	There is little or no sense of purpose for the work or the reasons for doing it are external demands.	The teacher communicates the importance of content, the ultimate purpose of learning, & the value of personal growth with some success.	The teacher & students demonstrate a belief in the importance of learning & personal growth that motivates them to succeed & flourish.	The teacher & students display dedication to learning the content & a sense of purpose for their learning; both content mastery & personal growth are valued by the teacher & students.
Dispositions for Learning	The teacher ignores or discourages student curiosity and does not ask students to think critically or to reason & reflect.	The teacher occasionally encourages student curiosity, critical thinking, reasoning, & reflection.	The teacher encourages & intentionally develops student curiosity, critical thinking, reasoning, & reflection.	Student curiosity, critical thinking, reasoning, & reflection are clearly evident in the classroom & have a direct effect on instruction, student learning & development.
Student Agency & Pride in Work	Students have little or no agency in learning experiences or classroom life.	Students are given some opportunities to exercise agency, though they may not be taken up or may be infrequent.	Students have multiple opportunities to exercise agency, & autonomy is intentionally developed & celebrated.	Students clearly exercise autonomy in their learning & actively suggest ways to make the classroom more joyful, rigorous, & purposeful.
Support & Perseverance	The teacher conveys that the work is too challenging for all or some off the students or that they lack the perseverance to succeed; students are allowed or expected to quit.	The teacher encourages confidence, resilience, persistence, & teamwork, promoting a conviction that with hard work & perseverance all students can master the content.	The teacher intentionally develops & celebrates confidence, resilience, persistence, & teamwork that support student perseverance.	Students encourage one another to preserve & use strategies to support each other through challenging work.

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<p>Component 2C: Maintaining Purposeful Environments</p> <p>Announced (during instruction)</p>	Student learning & development are hindered by a lack of routines or inefficient classroom procedures.	Classroom routines & procedures, established or managed primarily by the teacher, support opportunities for student learning & development.	Shared routines & efficient procedures are largely student-directed & maximize opportunities for student learning & development.	Students have a voice & play an active role in designing & adjusting routines & procedures that actively create a respectful learning environment & support the growth of each community member.
Purposeful Collaboration	Students are not engaged during group work.	Students are partially engaged in group work.	Students are productively engaged during small group work, working purposefully & collaboratively with their peers.	Students play an active role in ensuring their time in groups is used purposefully & meets their individual & group needs.
Student Autonomy & Responsibility	Routines do not support student autonomy or assumption of responsibility.	Routines & procedures partially support student autonomy & assumption of responsibility.	Routines & procedures allow students to operate autonomously & take responsibility for their learning.	Students take responsibility for routines & procedures & take initiative to suggest adjustments that would further support their learning & development.
Equitable Access to Resources & Supports	Resources & supports are not deployed efficiently, effectively, or equitably.	Resources & supports are managed somewhat efficiently & effectively, though students may not have equitable access.	Resources & supports are deployed efficiently & effectively; all students are able to access what they need.	Resources & supports are deployed equitably; students take initiative in accessing resources & identifying additional supports they need.
Non-Instructional Tasks	Non-instructional tasks are not completed or completed inefficiently, resulting in loss of instructional time or potential danger to students.	Non-instructional tasks are completed with some efficiency, but instructional time is lost.	Most non-instructional tasks are completed efficiently, with little loss of instructional time.	Non-instructional tasks are completed seamlessly with no loss of instructional time.

Danielson Rubric 2022 - Domain 3: Learning Experiences

	Ineffective	Developing	Effective	Highly Effective
<p>Component 3A: Communicating About Content and Purpose</p> <p>Announced (during instruction)</p>	Communication about purpose & content is unclear or confusing & hinders student learning.	Communication about purpose & content is mostly clear & accurate; it partially supports learning.	Communication about purpose & content is accurate & clear to students; it supports their active engagement in learning experiences & models effective use of language.	Communication about purpose & content is rich, nuanced, & relevant to students inviting them to think critically & contribute intellectually; it encourages curiosity & supports student autonomy.
Purpose for Learning & Criteria for Success	The teacher does not convey to students what they will be learning.	The teacher partially explains the purpose of learning but with little elaboration or specificity.	The teacher clearly explains what students will be learning & why, how it is situated within broader purposes, how they will learn it, & what success will look like.	Students are able to explain the purpose & value of what they are learning & connect it to broader purposes, both within the curriculum & their own lives.
Specific Expectations	The teacher's unclear or incomplete explanation of the learning activities hinders student engagement.	Expectations for the learning activities are somewhat clear to students.	The teacher clearly explains & models, if appropriate, the learning activities, consistently supporting & reinforcing student engagement.	The teacher & students anticipate & address possible challenges within the learning activities; students use or suggest other strategies, approaches, or processes for learning.
Explanations of Content	The teacher makes significant content errors or fails to provide clear explanations, affecting student understanding of the content.	The teacher makes minor content errors or provides explanations of the content that are somewhat confusing & only invite minimal participation or engagement by students.	The teacher's explanations of content are accurate, appropriately scaffolded, & relevant to the experiences of students; content is explained in multiple, engaging ways to support conceptual understanding.	Students discuss & explain content clearly & precisely; their communication about content & its application demonstrates critical thinking, curiosity, & understanding of its purpose & relevance.
Use of Academic Language	The teacher's communications include incorrect or imprecise use of academic language.	The teacher's use of academic language is generally correct but may need further explanation or be too simplistic to support student learning.	The teacher's content-specific language & vocabulary is accurate, academically rigorous, & well-suited to students & lessons, providing a model to support student development.	Rich & rigorous language & vocabulary is consistently & effectively used by the teacher & students.

	Ineffective	Developing	Effective	Highly Effective
<p>Component 3B: Using Questioning and Discussion Techniques</p> <p>Announced (during instruction)</p>	Questioning & discussion are absent or do not support learning & development.	Questioning & discussion, primarily framed & led by the teacher, are used to support student learning & development.	Questioning & discussion, framed or led by the teacher & students, effectively support critical thinking, reasoning, & reflection.	Students intentionally use questioning & discussion to develop their own & others' thinking, reasoning skills, & habits of reflection.
Critical Thinking & Deeper Learning	Questioning & discussion do not invite student thinking, are of little cognitive challenge, & often have a single correct response.	The teacher frames questions to promote critical thinking & deeper understanding but with uneven success.	Open-ended & higher-level questions & genuine discussions allow students to think critically & offer multiple perspectives, challenging them to deepen understanding.	Students initiate higher-order questions & extend discussions with confidence, applying & developing critical thinking, curiosity, & deeper understanding.
Reasoning & Reflection	Questioning & discussion do not invite or require students to explain their thinking.	Questioning & discussion invite students to explain their thinking & reflect on their learning, but students are only somewhat successful at doing so.	Through questioning & discussion, students have the opportunity to reason, reflect on learning, & justify their thinking, & successfully do so.	Students use questions & discussions to challenge one another's thinking with respect & humility, successfully justify their reasoning, & collaboratively generate new ideas & lines of inquiry.
Student Participation	Questions & discussions are between teacher & select students; students do not engage in dialogue with one another or ask each other questions.	The teacher calls on many students or invites them to respond directly to one another, but only some students answer or participate in the discussion.	The teacher successfully engages students in discussion; students actively participate & ask questions of one another.	Students formulate questions, initiate discussion, & assume responsibility for ensuring that all voices are heard.

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<p>Component 3C: Engaging Students in Learning</p> <p>Announced (during instruction) Unannounced (during instruction)</p>	<p>Learning experiences do not require active intellectual engagement by students.</p>	<p>Learning experiences partially engage students intellectually; the activities require students to do some thinking.</p>	<p>Learning experiences support curiosity & exploration & encourage higher-order thinking; students engage in multiple ways & represent their ideas & responses through multiple means.</p>	<p>Students take initiative to increase the challenge or complexity of learning experiences & make suggestions for modifications that increase meaning & relevance.</p>
Rich Learning Experiences	<p>Tasks are inappropriate for students in the class, many students are not engaged in them, or they may only require recall or use a single approach.</p>	<p>Students are partially engaged in tasks that require thinking as opposed to only recall; some tasks have multiple correct responses or approaches.</p>	<p>All students engage in activities that support agency & require critical thinking; tasks require high levels of intellectual engagement & students explain their thinking.</p>	<p>Through choices provided by the teacher or their own initiative, students modify learning tasks to make them more meaningful or challenging.</p>
Collaboration & Teamwork	<p>Students do not collaborate, they do not engage with one another effectively, and/or instructional groupings are inappropriate for the task.</p>	<p>Students collaborate during the lesson in ways that are mostly suitable to the activities & outcomes & partially support learning for each student; they work well together during group activities.</p>	<p>Student collaboration is a key component of learning & engagement in the class, instructional groupings are strategically arranged to support learning & engagement, & effective teamwork is explicitly taught & celebrated.</p>	<p>Students take initiative to collaborate in new or unplanned ways that further their learning; they actively serve as resources for one another & focus on making their learning more engaging & meaningful.</p>
Use of Instructional Materials & Resources	<p>Instructional materials & resources are not used correctly or effectively by the students, are not supportive of their learning, and/or not equitably available.</p>	<p>Instructional materials & resources are used by the students with some success to support learning, & students have equitable access to them.</p>	<p>Instructional materials & resources are used effectively to support intellectual engagement & deep learning of the content; they are varied & used to support equitable access to the content.</p>	<p>Students take initiative in using instructional materials & resources by adapting them appropriately for their own needs; they suggest modifications or additions to make them more relevant or challenging.</p>
Opportunities for Thinking & Reflection	<p>The pace of the lesson is too slow or is rushed, or opportunities for thought & reflection are poorly implemented; students do not have time to reflect or consolidate understanding.</p>	<p>The pacing of the lesson provides opportunities for some thought & reflection, allowing students to engage & develop understanding.</p>	<p>The pacing of the lesson supports high levels of intellectual engagement & deepen learning; students have multiple & effective opportunities to think, reflect, & consolidate understanding.</p>	<p>Through opportunities provided by the teacher or their own initiative, students demonstrate autonomy & effective use of strategies for reflection; they are able to identify & advocate for their own need to engage in further processing or reflection in order to consolidate understanding & solidify new learning.</p>

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<p>Component 3D: Using Assessment in Learning</p> <p>Announced (during instruction) Unannounced (during instruction)</p>	Formative assessment is not used during instruction or does not support student learning & development.	Formative assessment partially supports student learning & development.	The teacher & students use formative assessments to elicit evidence of understanding, analyze progress, & provide constructive feedback.	Students take initiative to analyze their own progress against a clear standard in order to achieve the outcome & identify new opportunities & challenges.
Clear Standards for Success	The teacher does not share assessment criteria, describe what high-quality work looks like, or explain how students will know they are successful.	Students partially understand how they will know they are progressing successfully & how their work will be evaluated.	The standards of high-quality work & success are clear to students & provide the opportunity for self-assessment.	Students & those who support them clearly understand how their progress is being assessed; they have an active voice in establishing standards for success that are relevant & ambitious.
Monitoring Student Understanding	The teacher does not determine whether students are progressing toward mastery of the goals & provides no structured opportunities for students to monitor their own progress.	The teacher's attempts to monitor student understanding & support self-assessment are limited or only partially effective.	The teacher uses questions & assessments to elicit accurate evidence of student understanding & models strategies for self-assessment, allowing students to successfully analyze their own progress toward goals.	Students take initiative to monitor their own understanding through planned tasks, assessments, & strategies of self-assessment to understand their progress, make adjustments, & identify new or alternative pathways & goals.
Timely, Constructive Feedback	Students receive no feedback, or the only feedback given is global or for only a few students.	The teacher provides some feedback, but the feedback is unclear or not oriented toward improvement or mastery.	Students receive timely, constructive feedback from the teacher or others that advances learning.	Students make decisions & assume responsibility for their learning using high-quality, improvement-focused feedback from many sources.

Danielson Rubric 2022 - Domain 4: Principled Teaching

	Ineffective	Developing	Effective	Highly Effective
<p>Component 4A: Engaging in Reflective Practice</p> <p>Announced (post-conference quest.)</p>	<p>The teacher does not appear to engage in reflective practice, does not know whether students achieved the outcomes, or misjudges the success of instruction.</p>	<p>The teacher's reflective practice leads to some accurate assessment of student success of instruction but does not follow through with analysis & changes to practice.</p>	<p>The teacher's reflective practice, based on consideration of evidence of student learning & development, leads to an accurate assessment of the success of instruction & results in specific changes & adjustments.</p>	<p>The teacher consistently engages in reflective practice that leads to a thorough & accurate assessment of the success of instruction, exploration of new ideas & approaches, & ongoing changes to practices & mindsets focused on supporting students who need it most.</p>
<p>Self-Assessment of Teaching</p>	<p>The teacher does not reflect on experiences or draws inaccurate or incomplete conclusions about their success.</p>	<p>The teacher has a partially accurate but incomplete sense about whether or not instructional practices were successful or had the desired impact on student learning & development.</p>	<p>The teacher draws on evidence from the lesson, including student work, to assess the effectiveness of specific elements of instruction & their impact on student learning & development.</p>	<p>The teacher's assessment of the lesson is based on multiple sources of evidence, leads to a thoughtful & accurate analysis of practice, & addresses the specific impact of the design or execution of elements of instruction on student learning & development.</p>
<p>Analysis & Discovery</p>	<p>The teacher does not or is unable to analyze their impact on student success and/or makes no suggestions for growth or improvement.</p>	<p>The teacher analyzes some aspects of their practice but may not consider alternative approaches, recognize the impact of their own mindsets or beliefs, and/or be willing to explore new strategies or ideas.</p>	<p>The teacher analyzes the impact of their own actions & beliefs on student learning, learns about alternative perspectives & approaches, & begins to build new knowledge & skills that enhance learning.</p>	<p>The teacher critically analyzes the impact of practices, values, & beliefs of student learning & consistently focuses on acquiring new knowledge & skills to enhance learning, prioritizing improvement for students who need it the most.</p>
<p>Application & Continuous Improvement</p>	<p>The teacher does not plan for or consider opportunities to improve practice.</p>	<p>Based on reflection, the teacher has some plans for future action that will better support student learning & development.</p>	<p>Based on reflection, the teacher considers multiple paths forward, communicates a commitment to the success of all students, & plans, practices, & implements improvements.</p>	<p>Based on reflection, the teacher focuses on the best course of action for student success, demonstrates perseverance in the face of challenges, implements new ideas & strategies & continues to reflect on & analyze the results.</p>