### Criterion 1: Centering instruction on high expectations for student achievement.

#### Component 1.1: Providing Clear Learning Goals and Scales:

*The teacher communicates high expectations for learning by developing, aligning, and communicating clear daily learning targets and/or longer-term goals (grade-level standards) with rubrics for the goals.*

- HLP8 - Provide positive and constructive feedback to guide students’ learning and behavior.
- HLP11 - Identify and prioritize long- and short-term learning goals.
- HLP12 - Systematically design instruction toward a specific learning goal.
- HLP22 - Provide positive and constructive feedback to guide students’ learning and behavior.

#### Component 1.2: Celebrating Success:

*The teacher celebrates student success relative to the learning targets and/or the learning goals.*

- HLP8 - Provide positive and constructive feedback to guide students’ learning and behavior.
- HLP22 - Provide positive and constructive feedback to guide students’ learning and behavior.

#### Component 1.3: Understanding Students’ Interests and Backgrounds

*The teacher builds positive relationships with students by understanding students’ interests and background.*

- HLP7 - Establish a consistent, organized, and respectful learning environment.
- HLP10 - Conduct functional behavioral assessments to develop individual student behavior support plans.
- HLP22 - Provide positive and constructive feedback to guide students’ learning and behavior.

#### Component 1.4: Demonstrating Value and Respect for Low Expectancy Students

*The teacher demonstrates value and respect of all, including typically underserved students.*

- HLP7 - Establish a consistent, organized, and respectful learning environment.
- HLP22 - Provide positive and constructive feedback to guide students’ learning and behavior.

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## Criterion 2: Demonstrating effective teaching practices.

### Component 2.1: Interacting with New Knowledge

The teacher helps students effectively interact with new knowledge. (Development scales with which to set teacher growth goals are available for specific elements of this component – see Appendix)

- HLP9 - Teach social behaviors.
- HLP14 - Teach cognitive and metacognitive strategies to support learning and independence.
- HLP15 - Provide scaffolded supports.
- HLP16 - Use explicit instruction.
- HLP20 - Provide intensive instruction.

### Component 2.2: Organizing Students to Practice and Deepen Knowledge

The teacher helps students to practice and deepen their understanding of new knowledge. (Development scales with which to set teacher growth goals are available for specific elements of this component – see Appendix)

- HLP17 - Use flexible grouping.
- HLP21 - Teach students to maintain and generalize new learning across time and settings.

### Component 2.3: Organizing Students for Cognitively Complex Tasks

The teacher provides resources and guidance and organizes students to engage in cognitively complex tasks involving application and transfer of new knowledge.

- HLP17 - Use flexible grouping.
- HLP21 - Teach students to maintain and generalize new learning across time and settings.

### Component 2.4: Asking Questions of Low Expectancy Students

The teacher asks questions of typically underserved students with the same frequency and depth as other students.

- HLP22 - Provide positive and constructive feedback to guide students’ learning and behavior.

### Component 2.5: Probing Incorrect Answers with Low Expectancy Students

The teacher probes typically underserved students’ incorrect answers in the same manner as other students’ incorrect answers.

- HLP22 - Provide positive and constructive feedback to guide students’ learning and behavior.

### Component 2.6: Noticing When Students Are Not Engaged

The teacher uses various methods to engage students. (Development scales with which to set teacher growth goals are available for specific elements of this component – see Appendix)

- HLP16 - Use explicit instruction.
- HLP18 - Use strategies to promote active student engagement.

### Component 2.7: Using and Applying Academic Vocabulary

The teacher identifies appropriate academic vocabulary aligned to the learning targets and uses various strategies for student acquisition.

- HLP14 - Teach cognitive and metacognitive strategies to support learning and independence.
- HLP16 - Use explicit instruction.
- HLP20 - Provide intensive instruction.

### Component 2.8: Evaluating Effectiveness of Individual Lessons and Units

The teacher reflects on and evaluates the effectiveness of instructional performance to identify areas of pedagogical strength and weakness.

- HLP6 - Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

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### Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

**Component 3.1: Effective Scaffolding of Information Within a Lesson**

*The teacher plans and prepares for effective scaffolding of information within lessons and units that progresses toward a deep understanding and transfer of content.*

- HLP12 - Systematically design instruction toward a specific learning goal.
- HLP13 - Adapt curriculum tasks and materials for specific learning goals.
- HLP14 - Teach cognitive and metacognitive strategies to support learning and independence.
- HLP15 - Provide scaffolded supports.
- HLP20 - Provide intensive instruction.

**Component 3.2: Planning and Preparing for the Needs of All Students**

*The teacher uses data to plan and provide interventions that meet individual student learning needs, including ELL, special education, and students who come from home environments that offer little support for schooling.*

- HLP4 - Use multiple sources of information to develop a comprehensive understanding of student’s strength and needs.
- HLP5 - Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
- HLP6 - Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.
- HLP12 - Systematically design instruction toward a specific learning goal.
- HLP13 - Adapt curriculum tasks and materials for specific learning goals.
- HLP14 - Teach cognitive and metacognitive strategies to support learning and independence.
- HLP15 - Provide scaffolded supports.
- HLP20 - Provide intensive instruction.

### Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

**Component 4.1: Attention to Established Content Standards**

*The teacher demonstrates a comprehensive understanding of the subject taught and the standards for the subject.*

- HLP11 - Identify and prioritize long- and short-term learning goals.
- HLP12 - Systematically design instruction toward a specific learning goal.

**Component 4.2: Use of Available Resources and Technology**

*The teacher plans and prepares for the use of available materials, including technology.*

- HLP12 - Systematically design instruction toward a specific learning goal.
- HLP19 - Use assistive and instructional technologies.

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## Criterion 5: Fostering and managing a safe, positive learning environment.

### Component 5.1: Organizing the Physical Layout of the Classroom
*The teacher organizes a safe physical layout of the classroom to facilitate movement and focus on learning.*

HLP7 - Establish a consistent, organized, and respectful learning environment.

### Component 5.2: Review Expectations to Rules and Procedures
*The teacher reviews expectations regarding rules and procedures to ensure their effective execution.*

HLP7 - Establish a consistent, organized, and respectful learning environment.

HLP8 - Provide positive and constructive feedback to guide students’ learning and behavior.

### Component 5.3: Demonstrating “With-it-ness”
*The teacher demonstrates awareness of the classroom environment at all times (with-it-ness).*

HLP7 - Establish a consistent, organized, and respectful learning environment.

HLP8 - Provide positive and constructive feedback to guide students’ learning and behavior.

HLP18 - Use strategies to promote active student engagement.

### Component 5.4: Applying Consequences for Lack of Adherence to Rules and Procedures
*The teacher applies consequences for lack of adherence to rules and procedures.*

HLP7 - Establish a consistent, organized, and respectful learning environment.

HLP8 - Provide positive and constructive feedback to guide students’ learning and behavior.

HLP9 - Teach social behaviors.

### Component 5.5: Acknowledging Adherence to Rules and Procedures
*The teacher acknowledges adherence to rules and procedures.*

HLP7 - Establish a consistent, organized, and respectful learning environment.

HLP8 - Provide positive and constructive feedback to guide students’ learning and behavior.

HLP9 - Teach social behaviors.

### Component 5.6: Displaying Objectivity and Control
*The teacher builds positive relationships with students by displaying objectivity and control.*

HLP7 - Establish a consistent, organized, and respectful learning environment.

HLP8 - Provide positive and constructive feedback to guide students’ learning and behavior.

HLP22 - Provide positive and constructive feedback to guide students’ learning and behavior.
### Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

#### Component 6.1: Designing Instruction Aligned to Assessment

*The teacher designs instruction aligned to assessments that impact student learning.*

- **HLP4** - Use multiple sources of information to develop a comprehensive understanding of student’s strength and needs.
- **HLP5** - Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
- **HLP6** - Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.
- **HLP10** - Conduct functional behavioral assessments to develop individual student behavior support plans.
- **HLP12** - Systematically design instruction toward a specific learning goal.

#### Component 6.2: Using Multiple Data Elements

*The teacher uses multiple data elements to modify instruction and assessments.*

- **HLP4** - Use multiple sources of information to develop a comprehensive understanding of student’s strength and needs.
- **HLP5** - Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
- **HLP6** - Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.
- **HLP10** - Conduct functional behavioral assessments to develop individual student behavior support plans.
- **HLP12** - Systematically design instruction toward a specific learning goal.

#### Component 6.3: Tracking Student Progress

*The teacher provides opportunities for students to self-reflect and track progress toward learning goals.*

- **HLP4** - Use multiple sources of information to develop a comprehensive understanding of student’s strength and needs.
- **HLP5** - Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
- **HLP6** - Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.
- **HLP10** - Conduct functional behavioral assessments to develop individual student behavior support plans.
- **HLP11** - Identify and prioritize long- and short-term learning goals.
### Criterion 7: Communicating and collaborating with parents and the school community.

#### Component 7.1: Promoting Positive Interactions about Students and Parents - Courses, Programs and School Events

*The teacher actively communicates and collaborates with parents/guardians and school/community regarding courses, programs, and school events.*

- **HLP1** - Collaborate with professionals to increase student success.
- **HLP2** - Organize and facilitate effective meetings with professionals and families.
- **HLP3** - Collaborate with families to support student learning and secure needed services.

#### Component 7.2: Promoting Positive Interactions about Students and Parents – Timeliness and Professionalism

*The teacher communicates individual student progress to parents/guardians in a timely and professional manner.*

- **HLP1** - Collaborate with professionals to increase student success.
- **HLP2** - Organize and facilitate effective meetings with professionals and families.
- **HLP3** - Collaborate with families to support student learning and secure needed services.

### Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

#### Component 8.1: Seeking Mentorship for Areas of Need or Interest

*The teacher collaborates with colleagues about student learning and instructional practices by seeking mentoring for areas of need or interest, and/or by mentoring other teachers through the sharing of ideas and strategies.*

- **HLP1** - Collaborate with professionals to increase student success.
- **HLP2** - Organize and facilitate effective meetings with professionals and families.

#### Component 8.2: Promoting Positive Interactions with Colleagues

*The teacher displays dependability through active participation.*

- **HLP1** - Collaborate with professionals to increase student success.
- **HLP2** - Organize and facilitate effective meetings with professionals and families.

#### Component 8.3: Participating in District and School Initiatives

*The teacher participates in district and school initiatives.*

- **HLP1** - Collaborate with professionals to increase student success.

#### Component 8.4: Monitoring Progress Relative to the Professional Growth and Development Plan

*The teacher pursues professional development based on his/her written growth and development plan and monitors progress relative to that plan.*

- **HLP5** - Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
- **HLP6** - Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

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