



The protocol includes the 5 standards and 19 indicators that describe each standard (3 to 4 indicators per standard). The indicators are of equal importance (that is, one indicator is not weighted more than another). There are also four performance levels for each indicator.

Organization of the Standards, Indicators, and Performance Levels in the *Five High-Leverage Instructional Standards Protocol*

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
Indicator 1	Indicator 1	Indicator 1	Indicator 1	Indicator 1
Indicator 2	Indicator 2	Indicator 2	Indicator 2	Indicator 2
Indicator 3	Indicator 3	Indicator 3	Indicator 3	Indicator 3
Indicator 4	Indicator 4	Indicator 4	Indicator 4	Indicator 4

Performance Levels:  
(for **each** indicator)  
Level 4 - Highly Effective  
Level 3 - Effective  
Level 2 - Developing  
Level 1 - Ineffective

**WHAT ARE INDICATORS?**

The indicators are elaborated descriptions of the standards in action and are primarily focused on what teachers **do** in the classroom – how they enact the standard. For example, there are four indicators for Standard 1: New Learning is Connected to Prior Knowledge:

- Indicator 1: Teacher activates **all** students’ initial understandings of new concepts and skills;
- Indicator 2: Teacher makes connections explicit between previous learning and new concepts and skills for **all** students;
- Indicator 3: Teacher makes connections explicit between previous learning and new concepts and skills for **all** students; and
- Indicator 4: Teacher provides **all** students opportunities to build on or challenge initial understandings.

Most indicators center on what teachers do, but in some instances, they focus on the results of teacher action on the students’ actions. For example, Standard 4 addresses student metacognition, a process enabled by teachers but manifest in student actions. Because of this, the indicators for Standard 4 focus on what students do.



**WHAT ARE PERFORMANCE LEVELS?**

Performance levels are descriptions of specific teacher actions to achieve the indicators. Through the evaluation process, the teacher will demonstrate one of four levels of performance for each indicator:

- *Highly Effective* (Level 4)
- *Effective* (Level 3)
- *Developing* (Level 2)
- *Ineffective* (Level 1)

Although over time a teacher can make steady progress up through the levels, the performance levels are not defined in equal intervals. The distance between Level 2 (*Developing*) and Level 3 (*Effective*) is intentionally greater. To be designated an effective teacher requires a considerable advance in competence from a designation of developing effective. Therefore, a teacher who is at Level 2 will have a greater distance to make up in instructional practice to obtain a score of Level 3.

**HOW ARE DIFFERENCES IN PERFORMANCE LEVELS DESCRIBED?**

Specific words are used in each of the levels to differentiate one level from another. Below is a description of the differentiating words that are used throughout many of the performance level descriptors.

Descriptors and Their Corresponding Performance Levels

Highly Effective (Level 4)	Effective (Level 3)	Developing (Level 2)	Ineffective (Level 1)
<ul style="list-style-type: none"> <li>- All students</li> <li>- Fully</li> <li>- Clear(ly)</li> <li>- Effective(ly)</li> <li>- Appropriate</li> </ul>	<ul style="list-style-type: none"> <li>- Most students</li> <li>- Adequate(ly)</li> <li>- Generally</li> <li>- Sufficient(ly)</li> </ul>	<ul style="list-style-type: none"> <li>- Most students (if practice is unsatisfactory)</li> <li>- Some or few students</li> <li>- Insufficient(ly)</li> <li>- Minimally</li> <li>- Limited</li> <li>- Somewhat</li> </ul>	<ul style="list-style-type: none"> <li>- No, or almost no</li> <li>- Inadequate(ly)</li> </ul>