

Date _____

Domain 1: Planning and Preparation (Page 1 of 2)

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy	Teacher displays little understanding of prerequisite relationships important to student learning. Teacher makes content errors or does not correct errors made by students in planning and practice.	Teacher's plans and practice indicate some awareness of prerequisite relationships. Teacher's plans and practice reflect a limited range of pedagogical approaches and to the discipline or to student.	Teacher displays solid knowledge of the important content in the discipline. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among concepts and topics.	Teacher plans and practices clearly and consistently reflect understanding and extensive knowledge of prerequisite relationships among topics and concepts. There is a link to necessary cognitive structures by students to ensure understanding. Wide ranges of effective pedagogical approaches are reflected.

Component	Unsatisfactory	Basic	Proficient	Distinguished
1b: Demonstrating Knowledge of Students	Teacher displays little or no understanding of how students learn and little knowledge of the culture, background, skills, interest, language proficiency and special needs of the students.	Teacher indicates the importance of understanding how students learn and the students' culture, background, skills, interest, language proficiency and special needs.	Teacher purposefully seeks knowledge from different sources about students' culture, background, skills, interest, language proficiency and special needs.	Teacher actively seeks knowledge from different sources about students' culture, background, skills, interest, language proficiency and special needs. Teacher acquires this information for each individual student.

Component	Unsatisfactory	Basic	Proficient	Distinguished
1c: Setting Instructional Outcomes	Outcomes reflect only one type of learning and only one discipline. Teacher is regardless of each student's learning ability. Outcomes represent low expectation of students.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students.	All the instructional outcomes are clear, are written in the form of student learning and suggest viable methods of assessment. Outcomes take into account the varying needs of individual students.	Outcomes take into account the differential needs of all students. Teacher adapts information so it is understandable for all students on some level. Outcomes represent high expectations of students. Outcomes are suitable for diverse students.

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1d: Demonstrate Knowledge of Resources	Teacher is unaware of the various resources for classroom use throughout the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources broadly available.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher's knowledge of resources expands beyond only the school. Resources available on the Internet, through professional organizations and in the community.

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1e: Designing Coherent Instruction	The series of learning experiences is poorly aligned. Activities are not designed to engage student. Instructional groups do not support instructional outcomes and offer no support	Some of the learning activities and materials are suitable to the instructional outcomes, but with no differentiation for different students. Instructional groups partially support the instructional outcomes.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. Lesson has a clear structure.	Lesson plans are designed to engage all students of different levels of abilities in the activities. The lessons are clear and allows for different pathways according to the diverse needs of the students.

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Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	Classroom interactions among the teacher and students demonstrate negativity, inappropriate or insensitive to students' ages, cultural backgrounds, and developmental levels. Little to no attempt is made to encourage students to treat each other with civility.	Classroom interactions among teacher and students demonstrate little regard and respect for one another. Inconsistent attempts by teacher are made to encourage students to treat each other with civility. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Students exhibit respect for teacher. Teacher responds successfully to disrespectful student behavior. Teacher consistently attempts to encourage students to treat each other with civility.	Classroom interactions among the teacher and individual students are highly respectful. Students exhibit respect for the teacher. Students contribute to high levels of civility among all class members. Teacher consistently and effectively encourages students to treat each other with civility.
2b: Establishing a Culture for Learning	Teacher conveys a negative attitude toward content. The classroom culture is characterized by lack of investment of student energy and student work.	The teacher conveys that the student success is the result of natural ability rather than hard work. The classroom culture is characterized by little commitment to learning by teacher or students.	The teacher conveys that with hard work, students can be successful. The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students.	Students demonstrate through their participation curiosity and pride in their work. Student work is visually displayed throughout the classroom. Evidence of a culture for learning is found in the classroom.
2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. Little evidence that students know the routine.	Some instructional time is lost due to only partially effective classroom routines and procedures. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Routines are well understood. Small group work is well organized.
2d: Managing Student Behavior	No established standards of conduct with little or no teacher monitoring. Teacher response to misbehavior of student is insensitive and disrespectful to student.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. Teacher monitors student behavior against established standards of conduct. Teacher responds to student misbehavior is consistent, appropriate, and respectful to student and is effective.	Monitoring by teacher is subtle and preventive. Teacher's response to student misbehavior is sensitive and respectful to individual student needs. Teacher responses to behavior are preventive and proactive.
2e: Organizing physical space	The classroom is unsafe or is not conducive to learning. There is poor alignment between the arrangement of resources, furniture, computer technology and the lesson activities. There is no access to or little use of learning materials. Teacher makes poor use of physical resources.	The classroom is a safe place. Space is partially conducive to learning. Essential learning is accessible to most of the students. The teacher may attempt to modify the physical arrangement to suit learning activities with partial attempt.	The classroom is safe and conducive to learning. Teacher makes effective use of physical resources including computer technology. The teacher consistently ensures that the physical arrangement is appropriate to learning activities.	The classroom is safe, conducive to learning and student centered for all students including those with special needs. Teacher ensures that the physical arrangement is appropriate to the learning activities. Students participate in effective organization of the classroom.

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Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with students	Teacher's instructional purpose in a lesson or unit is unclear to the students. Directions and procedures are confusing to students. Vocabulary may be vague, inappropriate, or used incorrectly, leaving students confused.	Teacher attempts to explain the instructional purpose with limited success. Teacher's spoken language and vocabulary is correct but not fully appropriate to the age and background of the students.	Teacher's instructional purpose for the lesson or unit is clearly communicated to the students. Teacher's explanation of content is appropriate and connects with students' knowledge and experience. Vocabulary is appropriate.	Teacher makes the instructional purpose of the lesson or unit clear linking the purpose to student interests. Students contribute to extending the content. Teacher language is expressive with well chosen vocabulary. Teacher finds opportunities to extend students' vocabularies.

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3b: Using Questioning and Discussion Techniques	Teacher's questions are unclear or all of poor quality. Questions are of low cognitive challenge. A few students dominate the discussion. Other students are not acknowledged during the lesson.	Teacher's questions lead students through a simple path of inquiry. Only a few students are involved. Teacher attempts to engage all students in the discussion, and encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students. Teacher successfully engages most students in discussion.	Teacher asks questions of high quality causing students to think and deepen their understanding. All students are drawn into the discussion. All students demonstrate participation in the activity.

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3c: Engaging Students in Learning	Activities and assignments are inappropriate for students' age or background. Few students are cognitively engaged in the lesson. Lesson has no clear structure or pacing.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with instructional outcomes and are aligned to challenge student thinking. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Activities and assignments are appropriate for the special needs of the students. All students are cognitively engaged in the activities. Lesson is structured and pacing of the lesson is appropriate.

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3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning. Feedback is of poor quality. Students are not aware of the assessment criteria.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general. Questions/prompts/assessments are rarely used.	Assessment is regularly used to support instruction, through monitoring of progress of learning by teacher and/or students. Questions/prompts/assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction through use of formative assessment. Questions/prompts/assessments are used regularly to diagnose special needs of students. Students engage in self-assessment.

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3e: Demonstrating Flexibility and Responsiveness	Teacher adheres to instructional plan in spite of evidence of poor student understanding or interest. Teacher ignores students' questions. Student or home environment is blame for lack of student learning.	Teacher attempts to modify the lesson when needed and to respond to student questions and interest, with moderate success. Teacher accepts responsibility for student success. Teacher has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students. Teacher makes minor adjustments as needed to instruction plans and accommodates student questions, needs and interest. Teacher persists in seeking approaches for student	Teacher seizes all opportunities to enhance learning. Teacher uses an extensive repertoire of instructional strategies. Teacher always soliciting additional resources from the school or community.

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4a: Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes a few specific suggestions about how a lesson could be improved.	Teacher makes a thoughtful and accurate assessment of the lesson in effectiveness and the extent to which it received its instructional outcomes. Teacher offers probable success of different courses of action.

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4b: Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress is in disarray or nonexistent. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid mistakes.	Teacher's system for maintaining information on student completion of assignments and student progress are fully effective. Teacher's records for non-instructional activities are adequate.	Teacher's system for maintaining information on student completion of assignments and student progress are fully effective. Students contribute information and participate in maintaining the records.

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4c: Communicating with Families	Teacher communication with families about instructional program or individual student is so sporadic or culturally inappropriate. Teacher makes no attempt to involve families in instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families. Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions. Teacher's efforts are frequent and successful in involving families in instructional program.

Component	Unsatisfactory	Basic	Proficient	Distinguished
4d: Participating in a Professional Community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in professional culture of inquiry. Teacher resists opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects.

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4e: Growing and Developing Professionally	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts with some reluctance feedback on teaching performance from both supervisors and colleagues.	Teacher seeks out opportunities for professional development to enhance contact knowledge and pedagogical skill. Teacher welcomes feedback and teacher participates actively in assisting other educators.	Teacher seeks out opportunities for professional development and makes effort to conduct action research. Teacher seeks out feedback on teaching from colleagues and supervisors.

Component	Unsatisfactory	Basic	Proficient	Distinguished
4f: Showing Professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent. Teacher's decisions and recommendations are based on limited considerations. Teacher complies minimally with school and district regulations.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students. Teacher complies fully with school and district regulations.	Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality. Teacher is highly proactive in serving students. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Comments: