

**Domain 1 – Planning and Preparation**

**Components 1A, 1B**

<b>Component 1A</b>		<b>Current Component Rating:</b> <input type="text"/>	
<b>Demonstrating Knowledge of Content, Pedagogy and Resources</b>			
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
The teacher’s plans and practice <b>display little knowledge</b> of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline. The teacher <b>demonstrates little or no familiarity</b> with resources to enhance own knowledge, to use in teaching, or for students who need them.	The teacher’s plans and practice <b>reflect some awareness</b> of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline. The teacher <b>demonstrates some familiarity</b> with resources available through the school or district to enhance own knowledge, to use in teaching or for students who need them.	The teacher’s plans and practice <b>reflect solid knowledge</b> of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline. The teacher is <b>fully aware</b> of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher’s plans and practice <b>reflect extensive knowledge</b> of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student understanding. The teacher <b>seeks out resources in and beyond the school or district</b> in professional organizations, on the internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.

<b>Component 1B</b>		<b>Current Component Rating:</b> <input type="text"/>	
<b>Demonstrating Knowledge of Students</b>			
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
The teacher demonstrates <b>little or no knowledge</b> of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and <b>does not seek</b> such understanding.	The teacher <b>indicates the importance</b> of understanding students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the <b>class as a whole</b> .	The teacher <b>actively seeks knowledge</b> of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for <b>groups of students</b> .	The teacher <b>actively seeks knowledge</b> of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for <b>individual students</b> .

**Domain 1 – Planning and Preparation**

**Components 1C, 1D**

<b>Component 1C Setting Instructional Outcomes</b>		<b>Current Component Rating:</b> <input type="text"/>	
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
Instructional outcomes are <b>unsuitable for students</b> , represent trivial or low-level learning, or are stated only as activities. They <b>do not</b> permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are <b>suitable for some students</b> , but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect <b>more than one</b> type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are <b>stated as goals</b> reflecting high level learning and curriculum standards. They are suitable for <b>most</b> students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are <b>stated as goals that can be assessed</b> , reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of <b>individual</b> students.

<b>Component 1D Designing Coherent Instruction</b>		<b>Current Component Rating:</b> <input type="text"/>	
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
The series of learning experiences is <b>poorly aligned</b> with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only <b>some students</b> .	The series of learning experiences demonstrates <b>partial alignment</b> with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects <b>partial knowledge of students</b> and resources.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences <b>aligned</b> to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in <b>significant learning</b> .	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences <b>aligned</b> to instructional outcomes, <b>differentiated</b> where appropriate to make them suitable for all students, and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways <b>according to student needs</b> .

**Domain 1 – Planning and Preparation**

**Component 1E**

<b>Component 1E Designing Student Assessments</b>		<b>Current Component Rating:</b> <input style="width: 150px; height: 20px;" type="text"/>	
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<p>The teacher’s plan for assessing student learning contains no clear criteria or standards, is <b>poorly aligned</b> with the instructional outcomes, or is inappropriate for many students. The results of assessment <b>have minimal impact.</b></p>	<p>The teacher’s plan for student assessment is <b>partially aligned</b> with the instructional outcomes, without clear criteria, and appropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the <b>class as a whole.</b></p>	<p>The teacher’s plan for student assessment is <b>aligned</b> with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for <b>groups of students.</b></p>	<p>The teacher’s plan for student assessment is <b>fully aligned</b> with the instructional outcomes, with clear criteria and standards that show evidence of student contributions to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instructional for <b>individual students.</b></p>

**Evidence/Documentation:**

**Summary of Strengths and Areas Recommended for Growth:**

## Domain 2 – The Classroom Environment

## Components 2A, 2B

Component 2A Creating an Environment of Respect and Rapport		Current Component Rating: <input type="text"/>	
Unsatisfactory	Needs Improvement	Proficient	Excellent
Classroom interactions, both between the teacher and students and among students, are negative, <b>inappropriate</b> or insensitive to students’ cultural backgrounds and are characterized by <b>sarcasm, put-downs or conflict.</b>	Classroom interactions, both between the teacher and students and among students, are <b>generally appropriate</b> and free from conflict but may be characterized by <b>occasional displays of insensitivity or lack of responsiveness</b> to cultural or developmental differences among students.	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting <b>general warmth and caring</b> , and are <b>appropriate</b> to the cultural and developmental differences among groups of students.	Classroom interactions between the teacher and individual students are <b>highly respectful</b> , reflecting genuine warmth and caring and sensitivity to students’ cultures and levels of development. Students themselves <b>ensure high levels of civility</b> among members of the class.

Component 2B Establishing a Culture for Learning		Current Component Rating: <input type="text"/>	
Unsatisfactory	Needs Improvement	Proficient	Excellent
The classroom environment conveys a <b>negative culture</b> for learning, characterized by <b>low teacher commitment</b> to the subject, <b>low expectations</b> for student achievement, and little or no student pride in work.	The teacher’s attempt to create a culture for learning is <b>partially successful</b> , with <b>little teacher commitment</b> to the subject, <b>modest expectations</b> for student achievement, and little student pride in work. Both teacher and students appear to be only “going through the motions.”	The classroom culture is characterized by <b>high expectations</b> for most students and <b>genuine commitment</b> to the subject by both teacher and students, with students demonstrating pride in their work.	<b>High levels of student energy and teacher passion</b> for the subject create a culture for learning in which everyone <b>shares a belief</b> in the importance of the subject and all <b>students hold themselves to high standards</b> of performance – for example, by initiating improvements to their work.

## Domain 2 – The Classroom Environment

## Components 2C, 2D

Component 2C Managing Classroom Procedures		Current Component Rating: <input type="text"/>	
Unsatisfactory	Needs Improvement	Proficient	Excellent
<p><b>Much instructional time is lost</b> because of inefficient classroom routines and procedures for transitions, handling of supplies and performance of non-instructional duties.</p>	<p><b>Some instructional time is lost</b> because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.</p>	<p><b>Little instructional time is lost</b> because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.</p>	<p><b>Students contribute to the seamless operation</b> of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.</p>

Component 2D Managing Student Behavior		Current Component Rating: <input type="text"/>	
Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>There is <b>no evidence</b> that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or <b>disrespectful</b> of student dignity.</p>	<p>It appears that the teacher <b>has made an effort</b> to establish standards of conduct for students. The teacher tries, <b>with uneven results</b>, to monitor student behavior and respond to student misbehavior.</p>	<p>Standards of conduct appear to be <b>clear</b> to students, and the teacher monitors student behavior against those standards. The teacher’s response to student misbehavior is <b>appropriate and respects</b> the students’ dignity.</p>	<p>Standards of conduct are <b>clear</b>, with evidence of <b>student participation</b> in setting them. The teacher’s monitoring of student behavior is subtle and preventative, and the teacher’s response to student misbehavior is <b>sensitive to individual student needs</b>. Students take an active role in monitoring the standards of behavior.</p>

**Domain 2 – The Classroom Environment**

**Component 2E**

Component 2E Organizing Physical Space		Current Component Rating: <input style="width: 150px; height: 20px;" type="text"/>	
Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>The physical environment is <b>unsafe</b>, or some students <b>don't have access to learning</b>. Alignment between the physical arrangement and the lesson activities is poor.</p>	<p>The classroom is <b>safe</b>, and essential learning is accessible to <b>most students</b>; the teacher's use of physical resources, including computer technology, is <b>moderately effective</b>. The teacher may attempt to modify the physical arrangements to suit learning activities, with partial success.</p>	<p>The classroom is <b>safe</b>, and learning is accessible to <b>all students</b>; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes <b>effective</b> use of physical resources, including computer technology.</p>	<p>The classroom is <b>safe</b>, and the physical environment ensures the learning of <b>all students</b>, including those with special needs. <b>Students contribute</b> to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.</p>

**Evidence/Documentation:**

**Summary of Strengths and Areas Recommended for Growth:**

**Domain 3 – Instruction**

**Components 3A, 3B**

<b>Component 3A Communicating with Students</b>		<b>Current Component Rating:</b> <input type="text"/>	
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
Expectations for learning, directions and procedures, and explanations of content are <b>unclear or confusing</b> to students. The teacher’s use of language <b>contains errors or is inappropriate</b> for students’ cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are <b>clarified after initial confusion</b> ; the teacher’s use of language is correct but may <b>not</b> be completely <b>appropriate for students’ cultures</b> or levels of development.	Expectations for learning, directions and procedures, and explanations of content are <b>clear</b> to students. Communications are <b>appropriate for students’ cultures</b> and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher’s <b>oral and written communication is clear</b> and expressive, <b>appropriate for students’ cultures</b> and levels of development, and <b>anticipates</b> possible student misconceptions.

<b>Component 3B Using Questioning and Discussion Techniques</b>		<b>Current Component Rating:</b> <input type="text"/>	
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
The teacher’s questions are <b>low-level or inappropriate</b> , eliciting <b>limited</b> student participation and recitation rather than discussion.	Some of the teacher’s questions elicit a thoughtful response, but <b>most are low-level</b> , posed in rapid succession. The teacher’s <b>attempts to engage</b> all students in the discussion are only partially successful.	Most of the teacher’s questions elicit a <b>thoughtful response</b> , and the teacher allows sufficient time for students to answer. <b>All students participate</b> in the discussion, with the teacher stepping aside when appropriate.	Questions reflect <b>high expectations</b> and are culturally and developmentally appropriate. <b>Students formulate</b> many of the high-level questions and ensure that all voices are heard.

**Domain 3 – Instruction**

**Components 3C, 3D**

<b>Component 3C Engaging Students in Learning</b>		<b>Current Component Rating:</b> <input type="text"/>	
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
Activities and assignments, materials and groupings of students are <b>inappropriate</b> for the instructional outcomes or students’ cultures or levels of understanding, resulting in little intellectual engagement. The lesson has <b>no structure</b> or is poorly paced.	Activities and assignments, materials, and groupings of students are <b>partially appropriate</b> for the instructional outcomes or students’ cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that <b>structure is not fully maintained</b> .	Activities and assignments, materials, and groupings of students are <b>fully appropriate</b> for the instructional outcomes and students’ culture and levels of understanding. All students are engaged in work of a high level of rigor. The lesson’s <b>structure is coherent</b> , with appropriate pace.	Students, throughout the lesson, are <b>highly intellectually engaged</b> in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the <b>structure</b> and pacing <b>allow for student reflection and closure</b> .

<b>Component 3D Using Assessment in Instruction</b>		<b>Current Component Rating:</b> <input type="text"/>	
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
Assessment is <b>not used</b> in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are <b>unaware of the assessment criteria</b> used to evaluate their work.	Assessment is <b>occasionally used</b> in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are <b>aware of only some of the assessment criteria</b> used to evaluate their work.	Assessment is <b>regularly used</b> in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are <b>fully aware of the assessment criteria</b> used to evaluate their work.	Assessment is <b>used in sophisticated manner</b> in instruction, through <b>student involvement in establishing the assessment criteria</b> , self-assessment by students, monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.



**Domain 3 – Instruction**

**Components 3E**

<b>Component 3E Demonstrating Flexibility and Responsiveness</b>		<b>Current Component Rating:</b> <input style="width: 150px; height: 20px;" type="text"/>	
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<p>The teacher <b>adheres to the instruction plan</b>, even when a change would improve the lesson or address students’ lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>The teacher <b>attempts to modify the lesson</b> when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>The teacher <b>promotes the successful learning</b> of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.</p>	<p>The teacher <b>seizes an opportunity to enhance learning</b>, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.</p>

**Evidence/Documentation:**

**Summary of Strengths and Areas Recommended for Growth:**

**Domain 4 – Professional Responsibilities**

<b>Component 4A Reflecting on Teaching</b>			<b>Current Component Rating:</b> <input type="text"/>
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
The teacher <b>does not</b> accurately <b>assess</b> the effectiveness of the lesson and has <b>no ideas</b> about how the lesson could be improved.	The teacher provides a <b>partially accurate</b> and objective description of the lesson but does not cite specific evidence. The teacher makes only <b>general suggestions</b> as to how the lesson might be improved.	The teacher provides an <b>accurate</b> and objective description of the lesson, citing specific evidence. The teacher makes some <b>specific suggestions</b> as to how the lesson might be improved.	The teacher’s reflections on the lesson are <b>thoughtful and accurate</b> , citing specific evidence. The teacher draws on an <b>extensive repertoire to suggest alternative strategies</b> and predicts the likely success of each.

<b>Component 4B Maintaining Accurate Records</b>			<b>Current Component Rating:</b> <input type="text"/>
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
The teacher’s systems for maintaining both instructional and non-instructional records are either <b>nonexistent or in disarray</b> , resulting in errors and confusion.	The teacher’s system for maintaining both instructional and non-instructional records are <b>rudimentary</b> and only <b>partially effective</b> .	The teacher’s systems for maintaining both instructional and non-instructional records are <b>accurate, efficient and effective</b> .	The teacher’s system for maintaining both instructional and non-instructional records are accurate, <b>efficient and effective and students contribute to its maintenance</b> .

<b>Component 4C Communicating with Families</b>			<b>Current Component Rating:</b> <input type="text"/>
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
The teacher’s communication with families about the instructional program or about individual students is sporadic or culturally <b>inappropriate</b> . The teacher makes <b>no attempt</b> to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes <b>modest attempts</b> to engage families in the instructional program. But communications are <b>not always appropriate</b> to the cultures of those families.	The teacher communicates <b>frequently</b> with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a <b>culturally appropriate manner</b> .	The teacher’s communication with families is <b>frequent and sensitive</b> to cultural traditions; students participate in the communication. The teacher <b>successfully engages</b> families in the instructional program, as appropriate.

**Domain 4 – Professional Responsibilities**

**Components 4D**

<b>Component 4D Growing and Developing Professionally While Participating in a Professional Community</b>		<b>Current Component Rating:</b> <input style="width: 150px; height: 20px; border: 1px solid black;" type="text"/>	
Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>The teacher <b>does not participate</b> in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues. The teacher <b>avoids</b> participation in a professional community or in school and district events and projects; relationships with colleagues are <b>negative</b> or self-serving.</p>	<p>The teacher <b>participates</b> in professional development <b>activities that are convenient</b> or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues. The teacher becomes involved in the professional community and in school and district events and projects <b>when specifically asked</b>; relationships with colleagues are <b>cordial</b>.</p>	<p>The teacher <b>seeks out</b> opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues. The teacher <b>participates actively</b> in professional community and in school and district events and projects, and maintains <b>positive and productive</b> relationships with colleagues.</p>	<p>The teacher <b>actively pursues</b> professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from the supervisors and colleagues. The teacher makes a <b>substantial contribution</b> to the professional community and to school and district events and projects and assumes a <b>leadership role</b> among the faculty.</p>

**Domain 4 – Professional Responsibilities**

**Components 4E**

<b>Component 4E Showing Professionalism</b>		<b>Current Component Rating:</b> <input style="width: 150px; height: 20px;" type="text"/>	
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<p>The teacher has <b>little sense of ethics and professionalism</b> and contributes to practices that are <b>self-serving</b> or harmful to students. The teacher <b>fails to comply</b> with school and district regulations and time lines.</p>	<p>The teacher is <b>honest and well intentioned</b> in serving students and contributing to decisions in the school, but the teacher’s attempts to serve students are <b>limited</b>. The teacher <b>complies minimally</b> with school and district regulations, doing just enough to get by.</p>	<p>The teacher displays a <b>high level of ethics and professionalism</b> in dealings with both students and colleagues and <b>complies fully</b> and voluntarily with school and district regulations.</p>	<p>The teacher displays the <b>highest standards of ethical conduct</b> and takes a leadership role in seeing that colleagues comply with school and district regulations. The teacher is <b>proactive and assumes a leadership role</b> in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved are honored in the school.</p>

**Evidence/Documentation:**

**Summary of Strengths and Areas Recommended for Growth:**