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|  **Score 1a: Demonstrating Knowledge of Content and Pedagogy -** Select Critical Attributes & Level of Performance |
| [ ]  The teacher makes content errors. [ ]  The teacher does not consider prerequisite relationships when planning.[ ]  The teacher's plans use inappropriate strategies for the discipline. | [ ]  The teacher's understanding of the discipline is rudimentary.[ ]  The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.[ ]  Lesson and unit plans use limited instructional strategies, and some are not suitable to the content. |  [ ]  The teacher can identify important concepts of the discipline and their relationships to one another. [ ]  The teacher provides clear explanations of the content. [ ]  The teacher answers students' questions accurately and provides feedback that furthers their learning. [ ]  Instructional strategies in unit and lesson plans are entirely suitable to the content. | [ ]  The teacher cites intra- and interdisciplinary content relationships.  [ ]  The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. [ ]  The teacher's plans reflect recent developments in content-related pedagogy. |
| [ ]  **Level 1: Unsatisfactory** | [ ]  **Level 2: Basic** | [ ]  **Level 3: Proficient** | [ ]  **Level 4: Distinguished** |

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|  **Score 1b: Demonstrating Knowledge of Students -** Select Critical Attributes & Level of Performance |
| [ ]  The teacher does not understand child development characteristics and has unrealistic expectations for students. [ ]  The teacher does not try to ascertain varied ability levels among students in the class. [ ]  The teacher is not aware of students' interests or cultural heritages.[ ]  The teacher takes no responsibility to learn about students' medical or learning disabilities. | [ ]  The teacher cites developmental theory but does not seek to integrate it into lesson planning.[ ]  The teacher is aware of the different ability levels in the class but tends to teach to the "whole group."[ ]  The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.[ ]  The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. | [ ]  The teacher knows, for groups of students, their levels of cognitive development.[ ]  The teacher is aware of the different cultural groups in the class.[ ]  The teacher has a good idea of the range of interests of students in the class.[ ]  The teacher has identified "high," "medium," and "low" groups of students within the class. [ ]  The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.[ ]  The teacher is aware of the special needs represented by students in the class. | [ ]  The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.[ ]  The teacher seeks out information from all students about their cultural heritages. [ ]  The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans. |
| [ ]  **Level 1: Unsatisfactory** | [ ]  **Level 2: Basic** | [ ]  **Level 3: Proficient** | [ ]  **Level 4: Distinguished** |

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| **1c: Setting Instructional Outcomes -** Select Critical Attributes & Level of Performance |
| [ ]  Outcomes lack rigor. [ ]  Outcomes do not represent important learning in the discipline.[ ]  Outcomes are not clear or are stated as activities.[ ]  Outcomes are not suitable for many students in the class. | [ ]  Outcomes represent a mixture of low expectations and rigor.[ ]  Some outcomes reflect important learning in the discipline.[ ]  Outcomes are suitable for most of the class. | [ ]  Outcomes represent high expectations and rigor. [ ]  Outcomes are related to "big ideas" of the discipline. Outcomes are written in terms of what students will learn rather than do.[ ]  Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.[ ]  Outcomes, differentiated where necessary, are suitable to groups of students in the class. | [ ]  The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing.[ ]  The teacher connects outcomes to previous and future learning.[ ]  Outcomes are differentiated to encourage individual students to take educational risks. |
| [ ]  **Level 1: Unsatisfactory** | [ ]  **Level 2: Basic** | [ ]  **Level 3: Proficient** | [ ]  **Level 4: Distinguished** |

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| **1d: Demonstrating Knowledge of Resources -** Select Critical Attributes & Level of Performance |
| [ ]  The teacher uses only district- provided materials, even when more variety would assist some students.[ ]  The teacher does not seek out resources available to expand her own skill.[ ]  Although the teacher is aware of some student needs, he does not inquire about possible resources. | [ ]  The teacher uses materials in the school library but does not search beyond the school for resources. [ ]  The teacher participates in content- area workshops offered by the school but does not pursue other professional development.[ ]  The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues. | [ ]  Texts are at varied levels.[ ]  Texts are supplemented by guest speakers and field experiences.[ ]  The teacher facilitates the use of Internet resources.[ ]  Resources are multidisciplinary.[ ]  The teacher expands her knowledge through professional learning groups and organizations. [ ]  The teacher pursues options offered by universities.[ ]  The teacher provides lists of resources outside the classroom for students to draw on. | [ ]  Texts are matched to student skill level.[ ]  The teacher has ongoing relationships with colleges and universities that support student learning.[ ]  The teacher maintains a log of resources for student reference.[ ]  The teacher pursues apprenticeships to increase discipline knowledge.[ ]  The teacher facilitates student contact with resources outside the classroom. |
| [ ]  **Level 1: Unsatisfactory** | [ ]  **Level 2: Basic** | [ ]  **Level 3: Proficient** | [ ]  **Level 4: Distinguished** |

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| **1e: Designing Coherent Instruction -** Select Critical Attributes & Level of Performance |
| [ ]  Learning activities are boring and/or not well aligned to the instructional goals.[ ]  Materials are not engaging or they do not meet instructional outcomes.[ ]  Instructional groups do not support learning.[ ]  Lesson plans are not structured or sequenced and are unrealistic in their expectations. | [ ]  Learning activities are moderately challenging. [ ]  Learning resources are suitable, but there is limited variety.[ ]  Instructional groups are random, or they only partially support objectives.[ ]  Lesson structure is uneven or may be unrealistic about time expectations.  | [ ]  Learning activities are matched to instructional outcomes.[ ]  Activities provide opportunity for higher-level thinking.[ ]  The teacher provides a variety of appropriately challenging materials and resources.[ ]  Instructional student groups are organized thoughtfully to maximize learning and build on students strengths.[ ]  The plan for the lesson or unit is well structured, with reasonable time allocations. | [ ]  Activities permit student choice. Learning experiences connect to other disciplines.[ ]  The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.[ ]  Lesson plans differentiate for individual student needs. |
| [ ]  **Level 1: Unsatisfactory** | [ ]  **Level 2: Basic** | [ ]  **Level 3: Proficient** | [ ]  **Level 4: Distinguished** |

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| **1f: Designing Student Assessments -** Select Critical Attributes & Level of Performance |
| [ ]  Assessments do not match instructional outcomes.[ ]  Assessments lack criteria. [ ]  No formative assessments have been designed.[ ]  Assessment results do not affect future plans. | [ ]  Only some of the instructional outcomes are addressed in the planned assessments.[ ]  Assessment criteria are vague. [ ]  Plans refer to the use of formative assessments, but they are not fully developed.[ ]  Assessment results are used to design lesson plans for the whole class, not individual students. | [ ]  All the learning outcomes have a method for assessment.[ ]  Assessment types match learning expectations.[ ]  Plans indicate modified assessments when they are necessary for some students.[ ]  Assessment criteria are clearly written. Plans include formative assessments to use during instruction.[ ]  Lesson plans indicate possible adjustments based on formative assessment data. | [ ]  Assessments provide opportunities for student choice.[ ]  Students participate in designing assessments for their own work.[ ]  Teacher-designed assessments are authentic, with real-world application as appropriate. [ ]  Students develop rubrics according to teacher- specified learning objectives.[ ]  Students are actively involved in collecting information from formative assessments and provide input. |
| [ ]  **Level 1: Unsatisfactory** | [ ]  **Level 2: Basic** | [ ]  **Level 3: Proficient** | [ ]  **Level 4: Distinguished** |

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| **2a: Creating an Environment of Respect and Rapport -** Select Critical Attributes & Level of Performance |
| [ ]  The teacher is disrespectful toward students or insensitive to students’ ages, cultural backgrounds, and developmental levels.[ ]  Students’ body language indicates feelings of hurt, discomfort, or insecurity.[ ]  The teacher displays no familiarity with, or caring about individual students.[ ]  The teacher disregards disrespectful interactions among students. | [ ]  The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.[ ]  The teacher attempts to respond to disrespectful behavior among students, with uneven results.[ ]  The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. | [ ]  Talk between the teacher and students and among students is uniformly respectful[ ]  The teacher successfully responds to disrespectful behavior among students. [ ]  Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.[ ]  The teacher makes general connections with individual students.[ ]  Students exhibit respect for the teacher. | [ ]  The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.[ ]  There is no disrespectful behavior among students. When necessary, students respectfully correct one another.[ ]  Students participate without fear of put-downs or ridicule from either the teacher or other students. [ ]  The teacher respects and encourages students' efforts. |
| [ ]  **Level 1: Unsatisfactory** | [ ]  **Level 2: Basic** | [ ]  **Level 3: Proficient** | [ ]  **Level 4: Distinguished** |

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| **2b: Establishing a Culture for Learning -** Select Critical Attributes & Level of Performance |
| [ ]  The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.[ ]  The teacher conveys to at least some students that the work is too challenging for them.[ ]  Students exhibit little or no pride in their work.[ ]  Students use language incorrectly; the teacher does not correct them. | [ ]  The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.[ ]  The teacher conveys high expectations for only some students.[ ]  Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an easy path.[ ]  The teacher's primary concern appears to be to complete the task at hand.[ ]  The teacher urges, but does not insist, that students use precise language. | [ ]  The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. [ ]  The teacher demonstrates a high regard for students' abilities.[ ]  The teacher conveys an expectation of high levels of student effort.[ ]  Students expend good effort to complete work of high quality.[ ]  The teacher insists on precise use of language by students. | [ ]  The teacher communicates passion for the subject. [ ]  The teacher conveys the satisfaction that accompanies a deep understanding of complex content.[ ]  Students indicate through their questions and comments a desire to understand the content. [ ]  Students assist their classmates in understanding the content.[ ]  Students take initiative in improving the quality of their work.[ ]  Students correct one another in their use of language. |
| [ ]  **Level 1: Unsatisfactory** | [ ]  **Level 2: Basic** | [ ]  **Level 3: Proficient** | [ ]  **Level 4: Distinguished** |

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| **2c: Managing Classroom Procedures -** Select Critical Attributes & Level of Performance |
| [ ]  Students not working with the teacher are not productively engaged. [ ]  Transitions are disorganized, with much loss of instructional time.[ ]  There do not appear to be any established procedures for distributing and collecting materials.[ ]  A considerable amount of time is spent off task because of unclear procedures. [ ]  Volunteers and paraprofessionals have no defined role and/or are idle much of the time. | [ ]  Students not working directly with the teacher are only partially engaged.[ ]  Procedures for transitions seem to have been established, but their operation is not smooth.[ ]  There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.[ ]  Classroom routines function unevenly. [ ]  Volunteers and paraprofessionals require frequent supervision. | [ ]  Students are productively engaged during small-group or independent work.[ ]  Transitions between large- and small- group activities are smooth.[ ]  Routines for distribution and collection of materials and supplies work efficiently.[ ]  Classroom routines function smoothly. Volunteers and paraprofessionals work with minimal supervision. | [ ]  With minimal prompting by the teacher, students ensure that their time is used productively.[ ]  Students take initiative in distributing and collecting materials efficiently.[ ]  Students themselves ensure that transitions and other routines are accomplished smoothly.[ ]  Volunteers and paraprofessionals take initiative in their work in the class. |
| [ ]  **Level 1: Unsatisfactory** | [ ]  **Level 2: Basic** | [ ]  **Level 3: Proficient** | [ ]  **Level 4: Distinguished** |

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| **2d: Managing Student Behavior -** Select Critical Attributes & Level of Performance |
| [ ]  The classroom environment is chaotic, with no standards of conduct evident.[ ]  The teacher does not monitor student behavior.[ ]  Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. | [ ]  The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.[ ]  The teacher attempts to keep track of student behavior, but with no apparent system.[ ]  The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient. | [ ]  Standards of conduct appear to have been established and implemented successfully.[ ]  Overall, student behavior is generally appropriate.[ ]  The teacher frequently monitors student behavior.[ ]  The teacher's response to student misbehavior is effective. | [ ]  Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.[ ]  The teacher silently and subtly monitors student behavior.[ ]  Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct. |
| [ ]  **Level 1: Unsatisfactory** | [ ]  **Level 2: Basic** | [ ]  **Level 3: Proficient** | [ ]  **Level 4: Distinguished** |

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| **2e: Organizing Physical Space -** Select Critical Attributes & Level of Performance |
|  [ ]  There are physical hazards in the classroom, endangering student safety.[ ]  Many students can’t see or hear the teacher or see the board.[ ]  Available technology is not being used even if it is available and its use would enhance the lesson. |  [ ]  The physical environment is safe, and most students can see and hear the teacher or see the board.[ ]  The physical environment is not an impediment to learning but does not enhance it.[ ]  The teacher makes limited use of available technology and other resources. |  [ ]  The classroom is safe, and all students are able to see and hear the teacher or see the board.[ ]  The classroom is arranged to support the instructional goals and learning activities.[ ]  The teacher makes appropriate use of available technology. |  [ ]  Modifications are made to the physical environment to accommodate students with special needs.[ ]  There is total alignment between the learning activities and the physical environment.[ ]  Students take the initiative to adjust the physical environment.[ ]  The teacher and students make extensive and imaginative use of available technology. |
| [ ]  **Level 1: Unsatisfactory** | [ ]  **Level 2: Basic** | [ ]  **Level 3: Proficient** | [ ]  **Level 4: Distinguished** |

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| **3a: Communicating with Students -** Select Critical Attributes & Level of Performance |
|  [ ]  At no time during the lesson does the teacher convey to students what they will be learning.[ ]  Students indicate through body language or questions that they don't understand the content being presented.[ ]  The teacher makes a serious content error that will affect students understanding of the lesson.[ ]  Students indicate through their questions that they are confused about the learning task.[ ]  The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.[ ]  The teacher's vocabulary is inappropriate to the age or culture of the students. |  [ ]  The teacher provides little elaboration or explanation about what the students will be learning.[ ]  The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.[ ]  The teacher makes no serious content errors but may make minor ones.[ ]  The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.[ ]  The teacher must clarify the learning task so students can complete it.[ ]  The teacher's vocabulary and usage are correct but unimaginative.[ ]  When the teacher attempts to explain academic vocabulary, it is only partially successful.[ ]  The teacher's vocabulary is too advanced, or too juvenile, for students. |  [ ]  The teacher states clearly, at some point during the lesson, what the students will be learning.[ ]  The teacher's explanation of content is clear and invites student participation and thinking. [ ]  The teacher makes no content errors.[ ]  The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.[ ]  Students engage with the learning task, indicating that they understand what they are to do.[ ]  If appropriate, the teacher models the process to be followed in the task.[ ]  The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.[ ]  The teacher's vocabulary is appropriate to students' ages and levels of development. |  [ ]  If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. [ ]  The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. [ ]  The teacher points out possible areas for misunderstanding.[ ]  The teacher invites students to explain the content to their classmates.[ ]  Students suggest other strategies they might use in approaching a challenge or analysis.[ ]  The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.[ ]  Students use academic language correctly. |
| [ ]  **Level 1: Unsatisfactory** | [ ]  **Level 2: Basic** | [ ]  **Level 3: Proficient** | [ ]  **Level 4: Distinguished** |

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| **3b: Using Questioning and Discussion Techniques -** Select Critical Attributes & Level of Performance |
| [ ]  Questions are rapid-fire and convergent, with a single correct answer.[ ]  Questions do not invite student thinking.[ ]  All discussion is between the teacher and students; students are not invited to speak directly to one another.[ ]  The teacher does not ask students to explain their thinking.[ ]  Only a few students dominate the discussion. | [ ]  The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.[ ]  The teacher invites students to respond directly to one another’s ideas, but few students respond.[ ]  The teacher calls on many students, but only a small number actually participate in the discussion.[ ]  The teacher asks students to explain their reasoning, but only some students attempt to do so. | [ ]  The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.[ ]  The teacher makes effective use of wait time. [ ]  Discussions enable students to talk to one another without ongoing mediation by teacher.[ ]  The teacher calls on most students, even those who don't initially volunteer.Many students actively engage in the discussion.[ ]  The teacher asks students to justify their reasoning, and most attempt to do so. | [ ]  Students initiate higher-order questions. [ ]  The teacher builds on and uses student responses to questions in order to deepen student understanding.[ ]  Students extend the discussion, enriching it. [ ]  Students invite comments from their classmates during a discussion and challenge one another’s thinking.[ ]  Virtually all students are engaged in the discussion. |
| [ ]  **Level 1: Unsatisfactory** | [ ]  **Level 2: Basic** | [ ]  **Level 3: Proficient** | [ ]  **Level 4: Distinguished** |

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| **3c: Engaging Students in Learning -** Select Critical Attributes & Level of Performance |
| [ ]  Few students are intellectually engaged in the lesson.[ ]  Learning tasks/activities and materials require only recall or have a single correct response or method.[ ]  Instructional materials used are unsuitable to the lesson and/or the students.[ ]  The lesson drags or is rushed. Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement. | [ ]  Some students are intellectually engaged in the lesson.[ ]  Learning tasks are a mix of those requiring thinking and those requiring recall.[ ]  Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.[ ]  The materials and resources are partially aligned to the lesson objectives.[ ]  Few of the materials and resources require student thinking or ask students to explain their thinking.[ ]  The pacing of the lesson is uneven - suitable in parts but rushed or dragging in others.[ ]  The instructional groupings used are partially appropriate to the activities. | [ ]  Most students are intellectually engaged in the lesson.[ ]  Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.[ ]  Students are invited to explain their thinking as part of completing tasks. [ ]  Materials and resources support the learning goals and require intellectual engagement, as appropriate.[ ]  The pacing of the lesson provides students the time needed to be intellectually engaged.[ ]  The teacher uses groupings that are suitable to the lesson activities. | [ ]  Virtually all students are intellectually engaged in the lesson.[ ]  Lesson activities require high-level student thinking and explanations of their thinking. [ ]  Students take initiative to adapt the lesson by(1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.[ ]  Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. |
| [ ]  **Level 1: Unsatisfactory** | [ ]  **Level 2: Basic** | [ ]  **Level 3: Proficient** | [ ]  **Level 4: Distinguished** |

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| **3d: Using Assessment in Instruction -** Select Critical Attributes & Level of Performance |
| [ ]  The teacher gives no indication of what high-quality work looks like. The teacher makes no effort to determine whether students understand the lesson.[ ]  Students receive no feedback, or feedback is global or directed to only one student.[ ]  The teacher does not ask students to evaluate their own or classmates work. | [ ]  There is little evidence that the students understand how their work will be evaluated.[ ]  The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.[ ]  Feedback to students is vague and not oriented toward future improvement of work.[ ]  The teacher makes only minor attempts to engage students in self- or peer assessment. | [ ]  The teacher makes the standards of high-quality work clear to students.[ ]  The teacher elicits evidence of student understanding.[ ]  Students are invited to assess their own work and make improvements; most of them do so.[ ]  Feedback includes specific and timely guidance, at least for groups of students. | [ ]  Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.[ ]  The teacher is constantly taking the pulse of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. [ ]  Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.[ ]  High-quality feedback comes from many sources, including students; it is specific and focused on improvement. |
| [ ]  **Level 1: Unsatisfactory** | [ ]  **Level 2: Basic** | [ ]  **Level 3: Proficient** | [ ]  **Level 4: Distinguished** |

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| **3e: Demonstrating Flexibility and Responsiveness -** Select Critical Attributes & Level of Performance |
| [ ]  The teacher ignores indications of student boredom or lack of understanding.[ ]  The teacher brushes aside students' questions.[ ]  The teacher conveys to students that when they have difficulty learning, it is their fault.[ ]  In reflecting on practice, the teacher does not indicate that it is important to reach all students.[ ]  The teacher makes no attempt to adjust the lesson in response to student confusion. | [ ]  The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson. [ ]  The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.[ ]  In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.[ ]  The teacher's attempts to adjust the lesson are partially successful. | [ ]  The teacher incorporates students’ interests and questions into the heart of the lesson.[ ]  The teacher conveys to students that she has other approaches to try when the students experience difficulty.[ ]  In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.[ ]  When improvising becomes necessary, the teacher makes adjustments to the lesson. | [ ]  The teacher seizes on a teachable moment to enhance a lesson.[ ]  The teacher conveys to students that she won't consider a lesson finished until every student understands and that she has a broad range of approaches to use.[ ]  In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.[ ]  The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students. |
| [ ]  **Level 1: Unsatisfactory** | [ ]  **Level 2: Basic** | [ ]  **Level 3: Proficient** | [ ]  **Level 4: Distinguished** |

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| **4a: Reflecting on Teaching -** Select Critical Attributes & Level of Performance |
| [ ]  The teacher considers the lesson but draws incorrect conclusions about its effectiveness.[ ]  The teacher makes no suggestions for improvement. | [ ]  The teacher has a general sense of whether or not instruction practices were effective.[ ]  The teacher offers general modifications for future instruction. | [ ]  The teacher accurately assesses the effectiveness of instructional activities used.[ ]  The teacher identifies specific ways in which a lesson might be improved. | [ ]  The teacher’s assessment of the lesson is thoughtful and includes specific indicators of effectiveness.[ ]  The teacher’s suggestions for improvement draw on an extensive repertoire. |
| [ ]  **Level 1: Unsatisfactory** | [ ]  **Level 2: Basic** | [ ]  **Level 3: Proficient** | [ ]  **Level 4: Distinguished** |

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| **4b: Maintaining Accurate Records -** Select Critical Attributes & Level of Performance |
| [ ]  There is no system for either instructional or non-instructional records.[ ]  Record-keeping systems are in disarray and provide incorrect or confusing information. | [ ]  The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.[ ]  The teacher's process for tracking student progress is cumbersome to use.[ ]  The teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors. | [ ]  The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.[ ]  The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.[ ]  The teacher's process for recording non-instructional information is both efficient and effective. | [ ]  Students contribute to and maintain records indicating completed and outstanding work assignments.[ ]  Students contribute to and maintain data files indicating their own progress in learning. [ ]  Students contribute to maintaining non-instructional records for the class. |
| [ ]  **Level 1: Unsatisfactory** | [ ]  **Level 2: Basic** | [ ]  **Level 3: Proficient** | [ ]  **Level 4: Distinguished** |

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| **4c: Communicating with Families -** Select Critical Attributes & Level of Performance |
| [ ]  Little or no information regarding the instructional program is available to parents. [ ]  Families are unaware of their children's progress.[ ]  Family engagement activities are lacking.[ ]  There is some culturally inappropriate communication. | [ ]  School- or district-created materials about the instructional program are sent home.[ ]  The teacher sends home infrequent or incomplete information about the instructional program.[ ]  The teacher maintains a school- required gradebook but does little else to inform families about student progress.[ ]  Some of the teacher's communications are inappropriate to families' cultural norms. | [ ]  The teacher regularly makes information about the instructional program available.[ ]  The teacher regularly sends home information about student progress. [ ]  The teacher develops activities designed to engage families successfully and appropriately in their children's learning.[ ]  Most of the teacher's communications are appropriate to families' cultural norms. | [ ]  Students regularly develop materials to inform their families about the instructional program.[ ]  Students maintain accurate records about their individual learning progress and frequently share this information with families.[ ]  Students contribute to regular and ongoing projects designed to engage families in the learning process.[ ]  All of the teacher's communications are highly sensitive to families' cultural norms. |
| [ ]  **Level 1: Unsatisfactory** | [ ]  **Level 2: Basic** | [ ]  **Level 3: Proficient** | [ ]  **Level 4: Distinguished** |

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| **4d: Participating in the Professional Community -** Select Critical Attributes & Level of Performance |
| [ ]  The teacher's relationships with colleagues are characterized by negativity or combativeness.[ ]  The teacher purposefully avoids contributing to activities promoting professional inquiry.[ ]  The teacher avoids involvement in school activities and district and community projects. | [ ]  The teacher has cordial relationships with colleagues.[ ]  When invited, the teacher participates in activities related to professional inquiry.[ ]  When asked, the teacher participates in school activities, as well as district and community projects. | [ ]  The teacher has supportive and collaborative relationships with colleagues.[ ]  The teacher regularly participates in activities related to professional inquiry.[ ]  The teacher frequently volunteers to participate in school events and school district and community projects. | [ ]  The teacher takes a leadership role in promoting activities related to professional inquiry.[ ]  The teacher regularly contributes to and leads events that positively impact school life.[ ]  The teacher regularly contributes to and leads significant district and community projects. |
| [ ]  **Level 1: Unsatisfactory** | [ ]  **Level 2: Basic** | [ ]  **Level 3: Proficient** | [ ]  **Level 4: Distinguished** |

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| **4e: Growing and Developing Professionally -** Select Critical Attributes & Level of Performance |
| [ ]  The teacher is not involved in any activity that might enhance knowledge or skill.[ ]  The teacher purposefully resists discussing performance with supervisors or colleagues.[ ]  The teacher ignores invitations to join professional organizations or attend conferences. | [ ]  The teacher participates in professional activities when they are required or provided by the district.[ ]  The teacher reluctantly accepts feedback from supervisors and colleagues.[ ]  The teacher contributes in a limited fashion to professional organizations. | [ ]  The teacher seeks regular opportunities for continued professional development. [ ]  The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.[ ]  The teacher actively participates in organizations designed to contribute to the profession. | [ ]  The teacher seeks regular opportunities for continued professional development, including initiating action research.[ ]  The teacher actively seeks feedback from supervisors and colleagues.[ ]  The teacher takes an active leadership role in professional organizations in order to contribute to the profession. |
| [ ]  **Level 1: Unsatisfactory** | [ ]  **Level 2: Basic** | [ ]  **Level 3: Proficient** | [ ]  **Level 4: Distinguished** |