

2013 Framework for Teaching Evaluation Instrument

Domain 1: Planning and Preparation	Unsatisfactory	Basic	Proficient	Distinguished
<i>1a: Demonstrating Knowledge of Content and Pedagogy</i>	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher displays little understanding of prerequisite knowledge important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher demonstrates accurate understanding of prerequisite relationships among topics. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher makes content errors.</i> • <i>Teacher does not consider prerequisite relationships when planning.</i> • <i>Teacher's plans use inappropriate strategies for the discipline.</i> 	<ul style="list-style-type: none"> • <i>Teacher's understanding of the discipline is rudimentary.</i> • <i>Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</i> • <i>Lesson and unit plans use limited instructional strategies, and some are not be suitable to the content.</i> 	<ul style="list-style-type: none"> • <i>Teacher can identify important concepts of the discipline and their relationships to one another.</i> • <i>Teacher provides clear explanations of the content.</i> • <i>Teacher answers student questions accurately and provides feedback that furthers their learning.</i> • <i>Instructional strategies in unit and lesson plans are entirely suitable to the content.</i> 	<ul style="list-style-type: none"> • <i>Teacher cites intra- and interdisciplinary content relationships.</i> • <i>Teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.</i> • <i>Teacher's plans reflect recent developments in content-related pedagogy.</i>
Possible Evidence:				

	Unsatisfactory	Basic	Proficient	Distinguished
<i>1b: Demonstrating Knowledge of Students</i>	Teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage—and does not indicate that such knowledge is valuable.	Teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage yet may apply this knowledge not to individual students but to the class as a whole.	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. Teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage.	Teacher understands the active nature of student learning and acquires information about levels of development for individual students. Teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage.
Critical Attributes	<ul style="list-style-type: none"> • Teacher does not understand child development characteristics and has unrealistic expectations for students. • Teacher does not try to ascertain varied ability levels among students in the class. • Teacher is not aware of student interests or cultural heritages. • Teacher takes no responsibility to learn about students' medical or learning disabilities. 	<ul style="list-style-type: none"> • Teacher cites developmental theory but does not seek to integrate it into lesson planning. • Teacher is aware of the different ability levels in the class but tends to teach to the "whole group." • Teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. • Teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. 	<ul style="list-style-type: none"> • Teacher knows, for groups of students, their levels of cognitive development. • Teacher is aware of the different cultural groups in the class. • Teacher has a good idea of the range of interests of students in the class. • Teacher has identified "high," "medium," and "low" groups of students within the class. • Teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning. • Teacher is aware of the special needs represented by students in the class. 	<ul style="list-style-type: none"> • Teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. • Teacher seeks out information from all students about their cultural heritage. • Teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
Possible Evidence				

	Unsatisfactory	Basic	Proficient	Distinguished
<i>Ic: Setting Instructional Outcomes</i>	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
Critical Attributes	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Teacher’s plans reference curricular frameworks or blueprints to ensure accurate sequencing. • Teacher connects outcomes to previous and future learning. • Outcomes are differentiated to encourage individual students to take educational risks.
Possible Evidence				

	Unsatisfactory	Basic	Proficient	Distinguished
<i>Id: Demonstrating Knowledge of Resources</i>	Teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is teacher aware of resources for expanding one's own professional skill.	Teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	Teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet for classroom use and for extending one's professional skill, and seeks out such resources.	Teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher uses only district-provided materials, even when more variety would assist some students.</i> • <i>Teacher does not seek out resources available to expand his/her own skill.</i> • <i>Although aware of some student needs, teacher does not inquire about possible resources.</i> 	<ul style="list-style-type: none"> • <i>Teacher uses materials in the school library but does not search beyond the school for resources.</i> • <i>Teacher participates in content-area workshops offered by the school but does not pursue other professional development.</i> • <i>Teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.</i> 	<ul style="list-style-type: none"> • <i>Texts are at varied levels.</i> • <i>Texts are supplemented by guest speakers and field experiences.</i> • <i>Teacher facilitates use of Internet resources.</i> • <i>Resources are multidisciplinary.</i> • <i>Teacher expands knowledge through professional learning groups and organizations.</i> • <i>Teacher pursues options offered by universities.</i> • <i>Teacher provides lists of resources outside the classroom for students to draw on.</i> 	<ul style="list-style-type: none"> • <i>Texts are matched to student skill level.</i> • <i>Teacher has ongoing relationship with colleges and universities that support student learning.</i> • <i>Teacher maintains log of resources for student reference.</i> • <i>Teacher pursues apprenticeships to increase discipline knowledge.</i> • <i>Teacher facilitates student contact with resources outside the classroom.</i>
Possible Evidence:				

	Unsatisfactory	Basic	Proficient	Distinguished
<i>Ie: Designing Coherent Instruction</i>	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some time allocations reasonable.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
Critical Attributes	<ul style="list-style-type: none"> • Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes. • Instructional groups do not support learning. • Lesson plans are not structured or sequenced and are unrealistic in their expectations. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • Teacher provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations. 	<ul style="list-style-type: none"> • Activities permit student choice. • Learning experiences connect to other disciplines. • Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. • Lesson plans differentiate for individual student needs.
Possible Evidence:				

	Unsatisfactory	Basic	Proficient	Distinguished
<i>If: Designing Student Assessments</i>	Assessment procedures are not congruent with instructional outcomes and contain no criteria by which student performance will be assessed. Teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Critical Attributes	<ul style="list-style-type: none"> • Assessments do not match instructional outcomes. • Assessments have no criteria. • No formative assessments have been designed. • Assessment results do not affect future plans. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
Possible Evidence:				

Domain 2: The Classroom Environment

	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a: Creating an Environment of Respect and Rapport</i>	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for teacher. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher is disrespectful towards students or insensitive to students' ages, cultural backgrounds, and developmental levels.</i> • <i>Students' body language indicates feelings of hurt, discomfort, or insecurity.</i> • <i>Teacher displays no familiarity with, or caring about, individual students.</i> • <i>Teacher disregards disrespectful interactions among students.</i> 	<ul style="list-style-type: none"> • <i>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.</i> • <i>Teacher attempts to respond to disrespectful behavior among students, with uneven results.</i> • <i>Teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</i> 	<ul style="list-style-type: none"> • <i>Talk between teacher and students and among students is uniformly respectful.</i> • <i>Teacher successfully responds to disrespectful behavior among students.</i> • <i>Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.</i> • <i>Teacher makes general connections with individual students.</i> • <i>Students exhibit respect for teacher.</i> 	<ul style="list-style-type: none"> • <i>Teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</i> • <i>There is no disrespectful behavior among students.</i> • <i>When necessary, students respectfully correct one another in their conduct towards classmates.</i> • <i>Students participate without fear of put-downs or ridicule from either the teacher or other students.</i> • <i>Teacher respects and encourages students' efforts.</i>
Possible Evidence:				

	Unsatisfactory	Basic	Proficient	Distinguished
<i>2b: Establishing a Culture for Learning</i>	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. Teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. Teacher conveys that student success is the result of natural ability rather than hard work and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all, with high expectations for both learning and hard work the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. Teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
Critical Attributes	<ul style="list-style-type: none"> • Teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. • 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; teacher does not correct them. 	<ul style="list-style-type: none"> • Teacher’s energy for the work is neutral, neither indicating a high level of commitment nor ascribing to external forces the need to do the work. • 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.” • Teacher’s primary concern appears to be to complete the task at hand. • Teacher urges, but does not insist, that students use precise language. 	<ul style="list-style-type: none"> • Teacher communicates the importance of the content and the conviction that with hard work all students can master the material. • Teacher demonstrates a high regard for students’ abilities. • Teacher conveys an expectation of high levels of student effort. • Students expend good effort to complete work of high quality. • Teacher insists on precise use of language by students. 	<ul style="list-style-type: none"> • Teacher communicates passion for the subject. • 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.
Possible Evidence:				

	Unsatisfactory	Basic	Proficient	Distinguished
<i>2c: Managing Classroom Procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of teacher's managing instructional groups and transitions and/or handling of materials and supplies, effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. Teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. Teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
Critical Attributes	<ul style="list-style-type: none"> • <i>Students not working with teacher are not productively engaged.</i> • <i>Transitions are disorganized, with much loss of instructional time.</i> • <i>There do not appear to be any established procedures for distributing and collecting materials.</i> • <i>A considerable amount of time is spent off task because of unclear procedures.</i> 	<ul style="list-style-type: none"> • <i>Students not working directly with teacher are only partially engaged.</i> • <i>Procedures for transitions seem to have been established, but their operation is not smooth.</i> • <i>There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.</i> • <i>Classroom routines function unevenly.</i> 	<ul style="list-style-type: none"> • <i>Students are productively engaged during small-group or independent work.</i> • <i>Transitions between large- and small-group activities are smooth.</i> • <i>Routines for distribution and collection of materials and supplies work efficiently.</i> • <i>Classroom routines function smoothly.</i> 	<ul style="list-style-type: none"> • <i>With minimal prompting by teacher, students ensure that their time is used productively.</i> • <i>Students take initiative in distributing and collecting materials efficiently.</i> • <i>Students themselves ensure that transitions and other routines are accomplished smoothly.</i>
Possible Evidence:				

	Unsatisfactory	Basic	Proficient	Distinguished
<i>2d: Managing Student Behavior</i>	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	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 response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher's monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Critical Attributes	<ul style="list-style-type: none"> • <i>The classroom environment is chaotic, with no standards of conduct evident.</i> • <i>Teacher does not monitor student behavior.</i> • <i>Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.</i> 	<ul style="list-style-type: none"> • <i>Teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.</i> • <i>Teacher attempts to keep track of student behavior, but with no apparent system.</i> • <i>Teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.</i> 	<ul style="list-style-type: none"> • <i>Standards of conduct appear to have been established and implemented successfully.</i> • <i>Overall, student behavior is generally appropriate.</i> • <i>Teacher frequently monitors student behavior.</i> • <i>Teacher's response to student misbehavior is effective.</i> 	<ul style="list-style-type: none"> • <i>Student behavior is entirely appropriate; any student misbehavior is minor and swiftly handled.</i> • <i>Teacher silently and subtly monitors student behavior.</i> • <i>Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.</i>
Possible Evidence:				

	Unsatisfactory	Basic	Proficient	Distinguished
<i>2e: Organizing Physical Space</i>	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. Teacher makes modest use of physical resources, including computer technology. Teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. Teacher makes effective use of physical resources, including computer technology. Teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Critical Attributes	<ul style="list-style-type: none"> • <i>There are physical hazards in the classroom, endangering student safety.</i> • <i>Many students can't see or hear teacher or board.</i> • <i>Available technology is not being used even if it is available and its use would enhance the lesson.</i> 	<ul style="list-style-type: none"> • <i>The physical environment is safe, and most students can see and hear.</i> • <i>The physical environment is not an impediment to learning but does not enhance it.</i> • <i>Teacher makes limited use of available technology and other resources.</i> 	<ul style="list-style-type: none"> • <i>The classroom is safe, and all students are able to see and hear.</i> • <i>The classroom is arranged to support the instructional goals and learning activities.</i> • <i>Teacher makes appropriate use of available technology.</i> 	<ul style="list-style-type: none"> • <i>Modifications are made to the physical environment to accommodate students with special needs.</i> • <i>There is total alignment between the learning activities and the physical environment.</i> • <i>Students take the initiative to adjust the physical environment.</i> • <i>Teacher and students make extensive and imaginative use of available technology.</i>
Possible Evidence:				

Domain 3: Instruction

	Unsatisfactory	Basic	Proficient	Distinguished
<i>3a: Communicating with Students</i>	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. Teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. Teacher's spoken or written language contains errors of grammar or syntax. Teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. Teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. Teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. Teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. Teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. Teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. Teacher's use of academic vocabulary is precise and serves to extend student understanding.	Teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. Teacher's spoken and written language is expressive, and teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
Critical Attributes	<ul style="list-style-type: none"> • <i>At no time during the lesson does teacher convey to students what they will be learning.</i> • <i>Students indicate through their questions that they are confused about the learning task.</i> • <i>Teacher makes a serious content error that will affect students' understanding of the lesson.</i> • <i>Students indicate through body language or questions that they don't understand the content being presented.</i> • <i>Teacher's communications include errors of vocabulary or usage or imprecise use of academic language.</i> • <i>Teacher's vocabulary is inappropriate to the age or</i> 	<ul style="list-style-type: none"> • <i>Teacher provides little elaboration or explanation about what the students will be learning.</i> • <i>Teacher must clarify the learning task so students can complete it.</i> • <i>Teacher makes no serious content errors but may make minor ones.</i> • <i>Teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</i> • <i>Teacher's explanations of content are purely procedural, with no indication of how students can think strategically.</i> • <i>Teacher's vocabulary and usage are correct but unimaginative.</i> • <i>When teacher attempts to explain academic vocabulary, the effort is only partially successful.</i> • <i>Teacher's vocabulary is too advanced, or too juvenile, for students.</i> 	<ul style="list-style-type: none"> • <i>Teacher states clearly, at some point during the lesson, what the students will be learning.</i> • <i>If appropriate, teacher models the process to be followed in the task.</i> • <i>Students engage with the learning task, indicating that they understand what they are to do.</i> • <i>Teacher makes no content errors.</i> • <i>Teacher's explanation of content is clear and invites student participation and thinking.</i> • <i>Teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.</i> • <i>Teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.</i> • <i>Teacher's vocabulary is appropriate to students' ages and levels of development.</i> 	<ul style="list-style-type: none"> • <i>If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.</i> • <i>Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</i> • <i>Teacher points out possible areas for misunderstanding.</i> • <i>Teacher invites students to explain the content to their classmates.</i> • <i>Students suggest other strategies they might use in approaching a challenge or analysis.</i> • <i>Teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.</i> • <i>Students use academic language correctly.</i>

	<i>culture of the students.</i>			
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Possible Evidence:

	Unsatisfactory	Basic	Proficient	Distinguished
<i>3b: Using Questioning and Discussion Techniques</i>	Teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation-style, with teacher mediating all questions and answers; teacher accepts all contributions without asking students to justify their reasoning. Only a few students participate in the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. Teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While teacher may use some low-level questions, he or she poses questions designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. Teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Critical Attributes	<ul style="list-style-type: none"> • Questions are rapid-fire and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between teacher and students; students are not invited to speak directly to one another. • Teacher does not ask students to explain their thinking. • A very few students dominate the discussion. 	<ul style="list-style-type: none"> • Teacher frames some questions designed to promote student thinking, but many have a single correct answer, and teacher calls on students quickly. • Teacher invites students to respond directly to one another's ideas, but few students respond. • Teacher calls on many students, but only a small number actually participate in the discussion. • Teacher asks students to justify their reasoning, but only some students attempt to do so. 	<ul style="list-style-type: none"> • Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. • Teacher makes effective use of wait time. • Discussions enable students to talk to one another without ongoing mediation by teacher. • Teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion. • Teacher asks students to explain their reasoning, and most attempt to do so. 	<ul style="list-style-type: none"> • Students initiate higher-order questions. • 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.
Possible Evidence:				

	Unsatisfactory	Basic	Proficient	Distinguished
<i>3c: Engaging Students in Learning</i>	The learning tasks/ activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “down time.”	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking on their part. Teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another.. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
Critical Attributes	<ul style="list-style-type: none"> • Few students are intellectually engaged in the lesson. • Learning tasks/activities and materials require only recall or have a single correct response or method. • Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags or is rushed. 	<ul style="list-style-type: none"> • 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 consisting primarily of facts or procedures. • The instructional groupings used are moderately appropriate to the activities. • 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. 	<ul style="list-style-type: none"> • 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. • Teacher uses groupings that are suitable to the lesson activities. • Materials and resources require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. 	<ul style="list-style-type: none"> • 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 improve 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.
Possible Evidence:				

	Unsatisfactory	Basic	Proficient	Distinguished
<i>3d: Using Assessment in Instruction</i>	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. Teacher successfully differentiates instruction to address individual students' misunderstandings.
Critical Attributes	<ul style="list-style-type: none"> • Teacher gives no indication of what high-quality work looks like. • 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. • Teacher does not ask students to evaluate their own or classmates' work. 	<ul style="list-style-type: none"> • There is little evidence that the students understand how their work will be evaluated. • 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. • Teacher makes only minor attempts to engage students in self- or peer assessment. 	<ul style="list-style-type: none"> • Teacher makes the standards of high-quality work clear to students. • 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. 	<ul style="list-style-type: none"> • Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. • 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 teacher. • High-quality feedback comes from many sources, including students; it is specific and focused on improvement.
Possible Evidence:				

	Unsatisfactory	Basic	Proficient	Distinguished
<i>3e: Demonstrating Flexibility and Responsiveness</i>	Teacher adheres rigidly to an instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students have difficulty learning, teacher blames them or their home environment for their lack of success.	Teacher attempts to adjust the lesson to accommodate and respond to student questions and interests with mixed results. Teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use.	If impromptu measures are needed, teacher makes a minor adjustment to the lesson and does so smoothly. Teacher successfully accommodates student questions and interests. Drawing on a broad repertoire of strategies, teacher persists in seeking approaches for students who have difficulty learning.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, teacher persists in seeking effective approaches for students who need help.
Critical Attributes	<ul style="list-style-type: none"> • Teacher ignores indications of student boredom or lack of understanding. • Teacher brushes aside student questions. • Teacher conveys to students that when they have difficulty learning it is their fault. • In reflecting on practice, teacher does not indicate that it is important to reach all students. • Despite evident student confusion, teacher makes no attempt to adjust the lesson. 	<ul style="list-style-type: none"> • Teacher's efforts to modify the lesson are only partially successful. • Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson. • Teacher conveys to students a level of responsibility for their learning but also his or her uncertainty about how to assist them. • In reflecting on practice, teacher indicates the desire to reach all students but does not suggest strategies for doing so. 	<ul style="list-style-type: none"> • When improvising becomes necessary, teacher makes adjustments to the lesson. • Teacher incorporates students' interests and questions into the heart of the lesson. • Teacher conveys to students that s/he has other approaches to try when the students experience difficulty. • In reflecting on practice, teacher cites multiple approaches undertaken to reach students having difficulty. 	<ul style="list-style-type: none"> • Teacher's adjustments to the lesson, when needed, are designed to assist individual students. • Teacher seizes on a teachable moment to enhance a lesson. • Teacher conveys to students that s/he won't consider a lesson "finished" until every student understands and that s/he has a broad range of approaches to use. • In reflecting on practice, teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.
Possible Evidence:				

Domain 4: Professional Responsibilities

	Unsatisfactory	Basic	Proficient	Distinguished
<i>4a: Reflecting on Teaching</i>	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. 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 it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher considers the lesson but draws incorrect conclusions about its effectiveness.</i> • <i>Teacher makes no suggestions for improvement.</i> 	<ul style="list-style-type: none"> • <i>Teacher has a general sense of whether or not instructional practices were effective.</i> • <i>Teacher offers general modifications for future instruction.</i> 	<ul style="list-style-type: none"> • <i>Teacher accurately assesses the effectiveness of instructional activities used.</i> • <i>Teacher identifies specific ways in which a lesson might be improved.</i> 	<ul style="list-style-type: none"> • <i>Teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.</i> • <i>Teacher's suggestions for improvement draw on an extensive repertoire.</i>
Possible Evidence:				

	Unsatisfactory	Basic	Proficient	Distinguished
<i>4b: Maintaining Accurate Records</i>	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by teacher, prone to errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.
Critical Attributes	<ul style="list-style-type: none"> • <i>There is no system for either instructional or noninstructional records.</i> • <i>Record-keeping systems are in disarray and provide incorrect or confusing information.</i> 	<ul style="list-style-type: none"> • <i>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.</i> • <i>Teacher's process for tracking student progress is cumbersome to use.</i> • <i>Teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.</i> 	<ul style="list-style-type: none"> • <i>Teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.</i> • <i>Teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</i> • <i>Teacher's process for recording noninstructional information is both efficient and effective.</i> 	<i>In addition to the characteristics of "proficient":</i> <ul style="list-style-type: none"> • <i>Students contribute to and maintain records indicating completed and outstanding work assignments.</i> • <i>Students contribute to and maintain data files indicating their own progress in learning.</i> • <i>Students contribute to maintaining noninstructional records for the class.</i>
Possible Evidence:				

	Unsatisfactory	Basic	Proficient	Distinguished
<i>4c: Communicating with Families</i>	Teacher provides little information about the instructional program to families; teacher's communication about students' progress is minimal. Teacher does not respond, or responds insensitively, to parental concerns.	Teacher makes sporadic attempts at communication with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	Teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. Teacher makes some attempts to engage families in the instructional program.	Teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. Teacher responds to family concerns with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
Critical Attributes	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • School or district-created materials about the instructional program are sent home. • Teacher sends home infrequent or incomplete information about the instructional program. • Teacher maintains school-required grade book but does little else to inform families about student progress. • Some of the teacher's communications are inappropriate to families' cultural norms. 	<ul style="list-style-type: none"> • Teacher regularly makes information about the instructional program available. • Teacher regularly sends home information about student progress. • Teacher develops activities designed to successfully engage families successfully and appropriately in their children's learning. • Most of teacher's communications are appropriate to families' cultural norms. 	<ul style="list-style-type: none"> • 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 teacher's communications are highly sensitive to families' cultural norms.
Possible Evidence:				

	Unsatisfactory	Basic	Proficient	Distinguished
<i>4d: Participating in the Professional Community</i>	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting 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 participates 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.	Teacher's 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.	Teacher's relationships with colleagues are characterized by mutual support and cooperation, with teacher taking 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, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher's relationships with colleagues are characterized by negativity or combativeness.</i> • <i>Teacher purposefully avoids contributing to activities promoting professional inquiry.</i> • <i>Teacher avoids involvement in school activities and district and community projects.</i> 	<ul style="list-style-type: none"> • <i>Teacher has cordial relationships with colleagues.</i> • <i>When invited, teacher participates in activities related to professional inquiry.</i> • <i>When asked, teacher participates in school activities, as well as district and community projects.</i> 	<ul style="list-style-type: none"> • <i>Teacher has supportive and collaborative relationships with colleagues.</i> • <i>Teacher regularly participates in activities related to professional inquiry.</i> • <i>Teacher frequently volunteers to participate in school events and school district and community projects.</i> 	<i>In addition to the characteristics of "proficient,"</i> <ul style="list-style-type: none"> • <i>Teacher takes a leadership role in promoting activities related to professional inquiry.</i> • <i>Teacher regularly contributes to and leads events that positively impact school life.</i> • <i>Teacher regularly contributes to and leads significant district and community projects.</i>
<i>Possible Evidence:</i>				

	Unsatisfactory	Basic	Proficient	Distinguished
<i>4e: Growing and Developing Professionally</i>	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates to a limited extent in professional activities when they are convenient. Teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. Teacher finds limited ways to assist other teachers and contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. Teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher solicits feedback on practice from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher is not involved in any activity that might enhance knowledge or skill.</i> • <i>Teacher purposefully resists discussing performance with supervisors or colleagues.</i> • <i>Teacher ignores invitations to join professional organizations or attend conferences.</i> 	<ul style="list-style-type: none"> • <i>Teacher participates in professional activities when they are required or provided by the district.</i> • <i>Teacher reluctantly accepts feedback from supervisors and colleagues.</i> • <i>Teacher contributes in a limited fashion to professional organizations.</i> 	<ul style="list-style-type: none"> • <i>Teacher seeks regular opportunities for continued professional development.</i> • <i>Teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.</i> • <i>Teacher actively participates in organizations designed to contribute to the profession.</i> 	<i>In addition to the characteristics of “proficient”:</i> <ul style="list-style-type: none"> • <i>Teacher seeks regular opportunities for continued professional development, including initiating action research.</i> • <i>Teacher actively seeks feedback from supervisors and colleagues.</i> • <i>Teacher takes an active leadership role in professional organizations in order to contribute to the profession.</i>
Possible Evidence:				

	Unsatisfactory	Basic	Proficient	Distinguished
<i>4f: Showing Professionalism</i>	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. Teacher makes decisions and recommendations that are 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, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher must be reminded by supervisors about complying 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, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher is dishonest.</i> • <i>Teacher does not notice the needs of students.</i> • <i>Teacher engages in practices that are self-serving.</i> • <i>Teacher willfully rejects district regulations.</i> 	<ul style="list-style-type: none"> • <i>Teacher is honest.</i> • <i>Teacher notices the needs of students but is inconsistent in addressing them.</i> • <i>Teacher does not notice that some school practices result in poor conditions for students.</i> • <i>Teacher makes decisions professionally but on a limited basis.</i> • <i>Teacher complies with district regulations.</i> 	<ul style="list-style-type: none"> • <i>Teacher is honest and known for having high standards of integrity.</i> • <i>Teacher actively addresses student needs.</i> • <i>Teacher actively works to provide opportunities for student success.</i> • <i>Teacher willingly participates in team and departmental decision making.</i> • <i>Teacher complies completely with district regulations.</i> 	<ul style="list-style-type: none"> • <i>Teacher is considered a leader in terms of honesty, integrity, and confidentiality.</i> • <i>Teacher is highly proactive in serving students.</i> • <i>Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.</i> • <i>Teacher takes a leadership role in team and departmental decision making.</i> • <i>Teacher takes a leadership role regarding district regulations.</i>
Possible Evidence:				