

## Domain I: Planning and Preparation

Component	Level of Performance			
	Needs Improvement	Average	Above Average	Excellent
1a. Demonstrates Knowledge of Content, State Standards, and Pedagogy	Teacher's plans reflect little knowledge of the content, state standards or the prerequisite relationships within the discipline.	Teacher's plans reflect basic knowledge of the content, state standards and prerequisite relationships within the discipline.	Teacher's plans reflect the important learning and knowledge of the content, state standards and prerequisite relationships within the discipline.	Teachers plans reflect important learning and deep knowledge of the content, state standards and prerequisite relationships within and between disciplines.
1b. Demonstrates Knowledge of ALL Students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests and special needs, and attains this knowledge for individual students.
1c. Establishes Instructional Objectives	Learning objectives are stated as activities, reflecting unimportant learning and little understanding of a students prior knowledge and skill.	Some learning objectives are not stated clearly, and not all represent important learning or an understanding of the students prior knowledge and skill.	Learning objectives are stated clearly, reflecting high level learning and understanding of prior knowledge and skills of groups of students.	Learning objectives are stated clearly, reflecting high level of rigorous learning and understanding of prior knowledge and skills of individual students.
1d. Demonstrates Knowledge of Resources	Teacher does not use district adopted curriculum with fidelity and does not access outside resources/supplemental materials to enhance teaching and learning.	Teacher uses the district adopted curriculum and materials with minimal fidelity and accesses a narrow range of outside resources/supplemental materials to enhance teaching and learning.	Teacher uses the district adopted curriculum and materials the majority of the time and occasionally accesses outside resources/supplemental materials to enhance teaching and learning.	Teacher uses the district adopted curriculum and materials with fidelity and consistently accesses outside resources and supplemental materials to enhance teaching and learning.
1e. Designs Rigorous/Coherent Instruction	Lessons are poorly designed to engage students in high-level thinking and no differentiation.	Lessons are partially designed to engage students in high-level thinking and provides basic differentiation.	Lessons are designed to engage students in high-level thinking, and are differentiated to meet the needs of groups of students.	Lessons are designed to engage students in complex thinking and problem solving, and are differentiated to meet the needs of individual students.
1f. Designs Student Assessments	Assessments are poorly aligned with learning objectives and provide no data to inform future instruction.	Assessments are partially aligned with learning objectives and provide only moderate data to inform future instruction.	Assessments, both formative and summative, are aligned with the learning objectives and provide data to inform future instruction.	Assessments, both formative and summative, are fully aligned with the learning objectives and provide significant data to inform future instruction.

Summary and Suggestions for Future Practice:

## Domain II: The Classroom Environment

Component	Level of Performance			
	Needs Improvement	Average	Above Average	Excellent
2a. Creates an Environment of Respect and Rapport	Negativity, insensitivity to differences in students, sarcasm and put-downs characterize interactions both between teacher and students, and among students.	Interactions, both between the teacher and students and among students, reflect only occasional insensitivity to cultural or developmental differences among students.	Classroom interactions are respectful and reflect warmth and caring towards groups. Students hold some responsibility for courtesy in the classroom.	Classroom interactions are highly respectful and reflect warmth and caring towards individuals. Students hold responsibility for high levels of courtesy in the classroom.
2b. Establishes a Culture for Learning	Teacher displays no energy and conveys low expectations for student achievement. The students themselves show no pride in their work.	Teacher attempts to create a culture for learning is only partially successful. " Teacher displays minimal commitment to the work and only moderate expectations for student achievement. Students themselves display little pride in their work.	The classroom culture is positive and is characterized by high expectations for most of the students and a genuine commitment to student pride in their work.	The classroom culture exemplifies respect, teacher passion, and high levels of performance for all students.
2c. Manages Classroom Procedures	Instructional time is lost due to inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures for transitions, handling of supplies and performance of non-instructional duties.	Minimal instructional time is lost due to classroom routines and procedures for transitions, handling of supplies and performance of non-instructional duties, which have been established and function smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies and performance of non-instructional duties.
2d. Manages Student Behavior	There is no evidence that standards of conduct have been established and no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespect of student dignity.	It appears the teacher has made an effort to establish standards of conduct for students. Teacher tries, with sporadic results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student involvement in their development. Teacher's monitoring of student behavior is subtle and preventive and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e. Organizes Physical Space	The physical environment is unsafe or some students do not have access to learning. There is a significant mismatch between the physical arrangement and the lesson activities.	The classroom is safe and learning is accessible to most students. The teacher's use of physical resources is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities with partial success.	The classroom is safe and learning is accessible to all students; teacher ensures that the physical arrangement supports the learning activities. Teacher makes effective use of physical resources.	The classroom is safe and with student involvement the physical environment ensures the learning of all students.

Summary and Suggestions for Future Practice:

## Domain III: Instruction

Component	Level of Performance			
	Needs Improvement	Average	Above Average	Excellent
3a. Communicates with Students	Expectations for learning, directions and procedures and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures and explanations of content are clarified after initial confusion. Teacher's use of language contains no errors, but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures and explanations of content are clear to students. Teacher's oral and written communication are clear and expressive, appropriate to students' cultures and levels of development and anticipates possible student misconceptions.
3b. Uses Questions and Discussion Techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion and is only partially successful.	Most of the teacher's questions elicit a thoughtful response and the teacher allows sufficient time for students to answer. All students participate in the discussion with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure the participation of all students in the discussion.
3c. Engages Students in Learning	Activities, assignments, materials and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding resulting in intellectual engagement. The lesson has no structure or is poorly paced.	Activities, assignments, materials and groupings of students are partially appropriate to the instructional objectives, students' cultures or levels of understanding resulting in moderate intellectual engagement. The lesson has a recognizable structure, but is not fully maintained.	Students help ensure that the activities, assignments, materials and groupings of students are fully appropriate to the instructional outcomes, students' cultures and levels of understanding. All students are actively engaged in work of a high level of rigor. The lesson's structure is coherent with opportunities for student reflection and closure.	Students are highly intellectually engaged throughout the lesson in significant learning and make contributions to the representation of content, the groupings, activities and the materials. The lesson is adapted as needed to the needs of individuals and the structure and pacing allow for student reflection and closure.
3d. Uses Assessment in Instruction	Assessment is not used in instruction either through students' awareness of the assessment criteria, monitoring of progress by teacher, students and through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction through self-assessment by students, monitoring of progress of learning by the teacher and/or students and through high quality feedback to the students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a highly effective manner in instruction through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers and high quality feedback to students from a variety of sources.
3e. Demonstrates Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest and brushes aside student questions. When students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the instruction when needed and to respond to student questions with moderate success. Teacher seeks to ensure student success, but has only a limited repertoire of strategies to draw upon.	Teacher ensures the successful learning of all students making adjustments as needed to instruction plans and responding to student questions, needs and interests.	Teacher is highly responsive to individual students' needs, interests and questions making even minor instruction adjustments as necessary to meet instructional goals and persists in ensuring the success of all students.
3f. Demonstrates Use of Technology (As Appropriate)	Teacher does not use technology to foster critical thinking, problem solving, or creativity.	Teacher sometimes uses a variety of technology to enhance the lesson and critical thinking, problem solving, or creativity.	Teacher regularly uses a variety of technology to enhance learning and critical thinking, problem solving, or creativity are included.	Teacher and student select and use a variety of technology to maximize the lesson and impact student learning and critical thinking, problem solving, or creativity are included.
3g. Demonstrates Use of High Effect Teaching Strategies	There is no evidence of teacher using high effect strategies.	Teacher uses high effect strategies with little purpose in mind with minimal student engagement.	Teacher uses a variety of high effect strategies with purpose to ensure students are actively engaged in their learning.	Teacher and student select and use a variety of high effect strategies to maximize student learning and engagement.

Summary and Suggestions for Future Practice:

## Domain IV: Professional Responsibilities

Component	Level of Performance			
	Needs Improvement	Average	Above Average	Excellent
4a. Reflects on Teaching	Teacher does not provide an accurate and objective description of the lesson and does not cite specific evidence. Teacher makes no suggestions as to how the lesson might be improved.	Teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teachers reflection on the lesson is highly accurate and preceptive and cites specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.
4b. Maintains Accurate Records	Teacher's systems for maintaining both instructional and non-instructional records are sporadic or culturally inappropriate.	Teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful.	Teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient and successful.	Students contributes to the systems for maintaining both instructional and non-instructional records which are accurate, efficient and successful.
4c. Communicates with Families	Teacher communication with families about the instructional program or about individuals students is sporadic or culturally inappropriate.	Teacher adheres to school procedures for communicating with families and makes an effort to engage families in the instructional program. Communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions. Students participate in the communication. Teacher successfully engages families in the instructional program as appropriate.
4d. Participates in the Professional Community	Teacher does not participate in a professional community or in school and district events. Relationships with colleagues are negative and self-serving.	Teacher becomes involved in the professional community and in school and district events when specifically asked. Relationships with colleagues is cordial.	Teacher actively volunteers in the professional community and in school and district events and projects and assumes a positive and productive relationships with colleagues.	Teacher makes a substantial contribution to the professional community, to school and district events and projects and assumes a leadership role with colleagues.
4e. Grows and Develops Professionally	Teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues.	Teacher participates in professional development activities that are convenient or are required and makes limited contributions to the profession. Teacher accepts feedback from supervisors and colleagues.	Teacher seeks out opportunities for professional development based on an individual assessment of need. Teacher welcomes feedback from supervisors and colleagues.	Teacher actively pursues professional development opportunities and makes a substantial contribution to the profession by sharing information with colleagues. In addition, teacher seeks out feedback from supervisors and colleagues.
4f. Demonstrates Professionalism	Teacher has little sense of ethics, professionalism and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.	Teacher is well-intentioned in serving students and contributing to decisions in the school. Teacher's attempts to serve students are limited. Teacher complies with school and district regulations.	Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.	Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards and seeing that school practices and procedures ensure that all students are honored in the school. Teacher takes a leadership role in seeing that colleagues comply with school and district regulations.

Summary and Suggestions for Future Practice:

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Summative Narrative/Goals for Improvement:

Teacher Comments:

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Teacher Signature

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Date

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Evaluator Signature

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Date