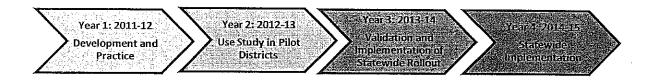
IMPORTANT

Draft Version: August 1, 2012

The CDE Model Evaluation System is to be piloted and tested during the 2011-12 and 2012-13 school years. Statewide rollout of the evaluation system is scheduled for the 2013-14 school year.

This draft rubric will be used with 27 CDE Pilot Districts. The rubric will be revised throughout the pilot test based on lessons learned and feedback from pilot participants and the field.

Below is the timeline of implementation.



*Note that during Years 1 and 2, there will be opportunities for further revisions of the rubric, and it will be important to be sure you are working from the latest rubric version.

Past Rubric Revisions:

Dec. 31, 2011 Feb. 24, 2012 March 12, 2012 March 31, 2012

April 10, 2012

This version of the Rubric for Evaluating Colorado's Teachers reflects changes made based on feedback from pilot districts, teachers, principals, instructional leaders as well as education leaders across the state. This is the rubric that will be used by pilot districts during the 2012-13 school-year. We will be collecting feedback during the 2012-13 school-year to inform refinements for validation and implementation during 2013-14. Please send feedback for consideration directly to Dr. Jean Williams, Evaluation Design Specialist, at Williams j@cde.state.co.us.

Rubric for Evaluating Colorado's Teachers

Effective Teachers in the state of Colorado have the knowledge, skills, and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success (See Appendix A). Effective Teachers facilitate mastery of content and skill development, and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective Teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because effective Teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

The Teacher Quality Standards outline the knowledge and skills required of an effective Teacher and will be used to evaluate Teachers in the state of Colorado. All School Districts and BOCES shall base their evaluations of licensed classroom Teachers on the full set of Teacher Quality Standards and associated detailed Elements included below, or shall adopt their own locally developed standards that meet or exceed the Teacher Quality Standards and Elements.

Оп	ality Standard I:	Геас	hers demonstrate mast	ery (of and pedagogical exp	ertise	in the content they te	ach. The elementary
Tea	icher is an expert it ial studies, arts, ph	n lite Vsica	racy and mathematics il education, or world	and angi	is knowledgeable in al ages). The secondary	l othe Teac	er content that he or sh her has knowledge of	ne teaches (e.g., science, literacy and
ma	thematics and is an	exp	ert in his or her conten	tenc	lorsement area(s).			
	Not Evident		Partially Proficient	a	Proficient Jeets State Standard)		Accomplished	Exemplary
Ele	ment a: Teachers	prov	ide instruction that is a	lign	ed with the Colorado A	cade	mic Standards; their I	District's organized plan
of i	nstruction; and the	indi	vidual needs of their s	udei	its. A deplement of the			Consider that the more of might have
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Tea	icher:	De	velops lesson plans	Ali	igns instruction with:		Advance to the	Discuss gaps in their
0	Plans	bas	sed on:	0	Student learning	1	next level within	learning with:
	instruction on a	О	Colorado		objectives.		the curriculum or	O Teacher.
	daily basis.	0	Academic	О	District plan for		next higher course	O Families and
			Standards.		instruction.		in sequence.	significant adults.
0	Includes a	О	District's plan of	О	Colorado		* * * * * * * * * * * * * * * * * * * *	
	defensible		instruction.	•	Academic	0	Interact with the	
İ	progression of	О	Student needs.		Standards.		rigorous and	
	learning in			О	Student needs.		challenging content	
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	are appropriate for all students.				Carronan.			
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Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s). Proficient Not Evident Partially Proficient Accomplished Exemplary (Meets State Standard) Element b: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening. This section describes professional practices that should be demonstrated by ALL TEACHERS, regardless of grade level or subject taught. There is inadequate ... and . . . and ...and evidence that the Teacher: The Teacher: The Teacher: Students: Students: O Emphasizes Makes complex reading Apply literacy skills: literacy accessible to students Provides literacy Communicate Across academic connections while instruction that orally and in content areas. by: teaching content 0 Making necessary enhances: writing at levels 0 To understand other than reading, adjustments to Critical thinking that meet or exceed complex materials. English, and/or content. and reasoning. expectations for Integrating literacy Information language arts. 0 their age, grade, Exceed expectations in: literacy. skills and and ability level. O Critical thinking. knowledge into O Collaboration. Has knowledge of Problem solving how to integrate Self-direction. lessons. skills. Literacy skills. literacy across Innovation. Demonstrates a content areas. deep understanding 0 Focuses lessons on of literacy content the reading of and skills. complex materials. This section describes professional practices that should be demonstrated by ELEMENTARY TEACHERS responsible for teaching language arts and/or reading. There is inadequate ... and ...and ... and evidence that the The Teacher: The Teacher: Teacher: Students: Students: Teaches students Integrates literacy skills Provides literacy Apply literacy skills Exceed expectations for and knowledge into (reading, writing, how to apply instruction that is: their age, grade, and literacy skills in lessons and O Needs-based. speaking, and ability levels in: subjects other than assignments across 0 Intensive. listening): Reading reading, English, subject areas, including: O Of sufficient Across academic Writing 0 and/or language Phonological duration to content areas. Speaking awareness. accelerate learning. In everyday life. arts. Listening Emphasizes Phonics. To new/unfamiliar literacy Vocabulary. material. connections to Comprehension. Fluency. content other than O Writing. reading or O language arts. 0 Speaking. Listening skills. Engages students in instruction that is: Purposeful. 0 Direct. 0 Explicit. Systematic.

Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

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Element b: Teachers den	Element b: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening								
SECON	This section describes professional practices that should be demonstrated by SECONDARY TEACHERS responsible for teaching English, language arts and/or reading.								
There is inadequate		and	and	and					
evidence that the									
Teacher:	The Teacher:	The Teacher:	Students:	Students:					
O Teaches students how to apply literacy skills (reading, writing, speaking and listening) in other subjects. O Emphasizes literacy connections to content other than reading or language arts.	Integrates literacy skills and knowledge into lessons and assignments across subject areas, including: O Vocabulary. O Comprehension. O Fluency. O Writing. O Speaking. O Listening skills. Engages students in instruction that is: O Purposeful. O Direct. O Explicit. O Systematic.	Provides literacy instruction that is: O Needs-based. O Intensive. O Of sufficient duration to accelerate learning.	Apply literacy skills (reading, writing, speaking, and listening): O Across academic content areas. O In everyday life. O To new/unfamiliar material.	Exceed expectations for their age, grade, and ability levels in: O Reading. O Writing. O Speaking. O Listening.					
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- O Professional Practice is Observable during a classroom observation.
- Professional Practice is Not Observable during a classroom observation.

Professional Practice is Not Observable during a classroom observation.

Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s). Proficient Not Evident Partially Proficient Accomplished Exemplary (Meets State Standard) Element f: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught. There is inadequate ...and ...and ... and evidence that the Teacher: The Teacher: The Teacher: Students connect to Students: Motivates students to Designs lessons and units O Motivates students their learning by: Are actively make connections to and uses instructional to make Interacting with engaged in their learning. strategies that: connections to materials that are learning. Helps students prior learning. relevant to them. Selects instructional connect to their Choose tasks that materials and learning by linking Designs lessons Asking questions challenge and strategies with regard curriculum with prior and materials to and solving expand their to relevance, central knowledge. assure that student problems that are skills and contexts, or experiences, and /or learning objectives meaningful to knowledge. cultural contexts. foundational are addressed in them. evidence base. Employs appropriate ways that are Transfer services, resources, meaningful for 0 Making knowledge to Consistently and and materials to diverse learners. connections to other theories, appropriately links facilitate student prior learning in ideas, and/or content and prior engagement. order to facilitate content. knowledge. Is developmentally understanding of appropriate. current content. O Professional Practice is Observable during a classroom observation.

Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided b	y artif	act:	vers Vers			
Student Achievement Data		7.74			I' ar	·	
Student feedback		····					
☐ Parent feedback							
☐ Lesson plans/units of study							
☐ Feedback from walkthrough observations							
☐ Instructional activities schedules					·		
Student journals/learning logs							
Student work							
		··					
							
							
	Ratings	NE	PP	P	A	E	Total
	(# Points per rating at this level)		(1)		(3)	(4)	Points -
 Provides instruction that is aligned with the Colorado organized plan of instruction, and the individual needs 							
b. Demonstrates knowledge of student literacy development	opment in reading, writing, speaking and						
listening.	1 1 toto student development in	-				ļ 	
 Demonstrates knowledge of mathematics and understanders and operations, algebra, geometry and measurements. 	ands how to promote student development in rement, and data analysis and probability.		[]				
d. Teachers demonstrate knowledge of the content, cen	ntral concepts, tools of inquiry, appropriate						
evidence-based instructional practices and specialized e. Develops lessons that reflect the interconnectedness of	character of the disciplines being taught.						
<u> </u>							
Makes instruction and content relevant to student background and contextual knowledge with new inform							
0 to 5 Total Points = Not Evident	Overall Rating for St	andar	d I:				
6 to 9 Total Points = Partially Proficient			angri	5444			
10 to 14 Total Points = Proficient 15 to 19 Total Points = Accomplished	2000年2月1日 - 1000年2月1日 - 1000年						
20 to 24 Total Points = Exemplary	医皮膜膜炎 医甲基甲状腺氏氏征试验 法非人的 医血管	en upa	SOPPLE STREET	THE THOMAS	PPI PETER	irran-org	<u> </u>
Evaluator Comments (Required for Ratings of "No	ot Evident" or "Partially Proficient" a	nd rec	omme	ended	for a	ll rat	ing
levels). Please indicate the element for which the co	omment applies if not for the standard	l as a v	whole.				
Comments of person being evaluated. (Optional)							
			1111.11.1	andra ima			

Quality Standard II: Te	achers establish a safe, incl		genvironment for a diver	e population of students.
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: Teachers fost relationship with caring a	er a predictable learning en dults and peers.	vironment in the classroon	i in which each student has	a positive, nurturing
There is inadequate evidence that the Teacher creates a classroom environment in which: O Diversity is acknowledged and used to further student learning. O The importance of student and family background is considered in developing lesson plans. O Students build positive relationships with	The Teacher creates a classroom environment that: O Emphasizes mutual respect for and understanding of all students. O Encourages positive relationships between and among students. O Is conducive for all students to learn.	The Teacher: O Creates a classroom environment which values diverse perspectives. O Models empathy and respect for diversity. O Sets common goals for all students in order to build unity.	and Students: O Demonstrate respect for classmates and their Teacher.	Students: O Engage in respectful and open dialogue with each other and their Teacher.
each other. Element b: Teachers den and as a country.	nonstrate a commitment to	and respect for diversity, w	hile working toward comp	on goals as a community
and as a country. There is inadequate evidence that the		and	and	and
Teacher creates a classroom environment in which: O Student diversity is valued. O Student and family background characteristics are considered in developing lessons.	The Teacher: O Uses instructional approaches and materials that reflect students' backgrounds. O Acknowledges the value of each student's contributions to the quality of lessons.	The Teacher establishes routine processes that result in: O A strong sense of community among students. O Effective interactions among students. O Respect for individual differences. O Positive social relationships.	Students: O Respect the backgrounds of fellow students.	Students: O Actively seek a variety of perspectives to complete group assignments.

and term transplant at Niveren	eachers establish a safe, inclus	Proficient	Transaction of Asset in Asset	Augragii Nya dhilabha
Not Evident	Partially Proficient	(Meets State Standard)	Accomplished	Exemplary
	gage students as individuals w		ths: and	and
There is inadequate evidence that the		and	anu	анч
Teacher: O Has high expectations for all students. O Uses data for instructional decision making. O Holds students accountable for their learning.	 The Teacher: O Monitors students for level of participation. O Encourages students to share their interests. O Challenges students to expand and enhance their learning. O Acknowledges students for their 	The Teacher: O Asks appropriately challenging questions of all students. O Scaffolds questions. O Gives wait time equitably. O Flexibly groups students.	Students: O Actively participate in classroom activities. O Seek opportunities to respond to difficult questions.	Students: O Select challenging content and activities when given the choice in order to stretch their skills and abilities. O Encourage fellow students to participate and challenge
O Considers student interests in planning lessons. Element d: Teachers ad levels.	accomplishments. lapt their teaching for the bene	O Ensures that all students participate with a high level of frequency. fit of all students; including the	ose with special needs, a	themselves. O Participate in collaborative learning and appropriate group processes. cross a range of ability
There is inadequate	that a second control of the second control	and	and	and
evidence that the			G. 1	G. Y. J.
Teacher: O Adapts lesson plan to address individual student needs. Uses recommendations made by	The Teacher: ☐ Designs instruction to address specific learning needs of all students. ☐ Monitors the quality of student participation and performance.	The Teacher: ☐ Solicits input from colleagues and specialists to understand students' learning needs. O Uses multiple strategies to teach and	Students: O Articulate an awareness of their learning needs. O Advocate for themselves.	Students: O Seek ways to cope with learning differences. O Apply coping skill to classroom situations.
specialists and colleagues to understand student needs.		assess students. O Adapts instructional strategies to meet student needs. O Challenges and supports all students to learn to their greatest ability.	O Reflect about their learning.	O Share coping strategies and with fellow students. O Support fellow classmates by implementing peesupports.

Rement e: Teachers provide proactive, clear and constructive feedback to families about students progress and work collaboratively with the families and significant adults in the lives of their students. The Teacher:	Quality Standard II: Teac	hers establish a safe, inclusiv	e and respectful learning env	rironment for a diverse po	opulation of students.
There is inadequate evidence that the Teacher: O Establishes a classroom environment that is inviting to families and significant adults. Interest inviting to families and significant adults. O Maintains appropriate and repetiful relationships with students, their families, and significant adults. O Waintains appropriate and relationships with students, their families, and significant adults. O Waintains appropriate and relationships with students, their families, and significant adults. O Waintains appropriate and relationships with students, their families and significant adults. O Waintains appropriate and relationships with students, their families and significant adults. O Waintains appropriate and relationships with students, their families and significant adults. O Waintains appropriate and significant adults with to help student meet ducation goals. Families and Significant adults with Teachers. O Coordinates information from families and significant adults. Intitate freely and openly with Teachers. Families and Significant adults: I Coordinates information from families and significant adults. I matiles and Significant adults: I mitiate families and Significant adults: I matiles and Significant adults: I matile and Significant adult			(Meets State Standard)		The Art Service Control of the Control
The Teacher: C Establishes a classroom environment that is inviting to families and significant adults. The Teacher: C Maintains appropriate and respectful relationships with students, their families, and significant adults. The Teacher relationships with students, their families and significant adults. Coordinates significant adults. The Teacher relationships with students, their families and significant adults. The Teacher relationships with students, their families and significant adults. The Teacher relationships with students and the communication with families and significant adults with colleagues who provide student reservices to discuss student needs. Participate in a variety of methods to initiate communication with families and significant adults with colleagues who provide students. Participate in a variety of school-based activities. Particip				about student progress an	d work collaboratively
O Establishes a classroom appropriate and respectful relationships with students that is inviting to families and significant adults. O Maintains appropriate and respectful relationships with students, their families, and significant adults. Coordinates information from families and significant adults. Coordinates information from families and significant adults with colleagues who provide student services. Coordinates information from families and significant adults with colleagues who provide student services. Coordinates information from families and significant adults with colleagues who provide student services stated the diverse family structures. Coordinates information from families and significant adults with colleagues who provide student services subtent services stated the diverse needs of students. Partner with the Teacher's assistance to find resources and significant adults with colleagues who provide student services. Partner with the Teacher's assistance to find resources and significant adults with colleagues who provide student services. Partner with the Teacher's assistance to find resources and significant adults. Significant Adults: freely and openly with Teachers. Significant Adults: freely and openly with Teachers. Significant Adults: freely and openly with Teachers. Significant Adults: assistance to find resources and significant adults with colleagues who provide student services. Initiate communication with Teachers to discuss student needs. Partner with the Teacher to discuss student services to support student services to find resources and significant adults with colleagues who provide student services. Partner with the Teacher to discuss student services as sistance to find resources and significant adults. Partner with the Teacher to discuss student services. Partner with the Teacher to discuss student services and resources and significant adults. Partner with the Teacher to discuss student services. Partner with the Teacher to discuss st	There is inadequate	leant address in the fives of the		and	and
Element f: Teachers create a learning environment characterized by acceptable student behavior; efficient use of time, and appropriate intervention strategies. There is inadequate evidence that the Teacher: O Has rules to guide students to behave appropriately in the classroom. O Holds students accountable for school and/or class rules. O Posts class rules where they are readily available to all students. O Provides structures or transitions at the beginning of each class.	O Establishes a classroom environment that is inviting to families	O Maintains appropriate and respectful relationships with students, their families, and significant adults. Uses a variety of methods to initiate communication with families and significant adults. Is sensitive to the diverse family	 □ Partners with families and significant adults to help student meet education goals. □ Coordinates information from families and significant adults with colleagues who provide student services. □ Seeks services and resources to meet the diverse needs of 	O Communicate freely and openly with Teachers. Families and Significant Adults: Initiate communication with Teachers to discuss student needs. Participate in a variety of school-based	Significant Adults: Seek the Teacher's assistance to find resources and services to support student needs. Partner with the Teacher and the school for the benefit of their
There is inadequate evidence that the Teacher: O Has rules to guide students to behave appropriately in the classroom. O Holds students accountable for school and/or class rules. O Provides structures or transitions at the beginning of each class. The Teacher: O Puts procedures in place to avoid interruption to instructional time. O Holds students accountable for school and for transitions at the beginning of each class. The Teacher: O Makes maximum use of instructional time. O Makes maximum use of instructional time. O Holds students accountable for adherence to school and class rules. O Makes maximum use of instructional time. O Holds students accountable for adherence to school and class rules. O Maintains a safe and orderly environment. O Maintains a safe and orderly environment.	our Statement of the Control of the			information that may impact student learning.	
evidence that the Teacher: O Has rules to guide students to behave appropriately in the classroom. O Holds students accountable for school and/or class rules. O Provides structures or transitions at the beginning of each class. The Teacher: O Puts procedures in place to avoid interruption to instructional time. O Holds students accountable for adherence to school and class rules. O Makes maximum use of instructional time. O Holds students accountable for adherence to school and class rules. O Makes maximum use of instructional time. O Holds students accountable for adherence to school and class rules. O Makes maximum use of instructional time. O Holds students accountable for adherence to school and class rules. O Maintains a safe and orderly environment. O Abide by school and class rules. O Abide by school and class rules.			acterized by acceptable stude	int behavior, efficient use	of time, and
The Teacher: O Has rules to guide students to behave appropriately in the classroom. O Holds students accountable for school and/or class rules. O Provides structures or transitions at the beginning of each class. O Has rules to guide students: O Puts procedures in place to avoid interruption to instructional time. O Holds students: O Makes maximum use of instructional time. O Holds students accountable for adherence to school and class rules. O Provides structures or transitions at the beginning of each class. O Provides structures or transitions at the beginning of each class. The Teacher: O Makes maximum use of instructional time. O Holds students accountable for adherence to school and class rules. O Maintains a safe and orderly environment. O Maintains a safe and orderly environment. O Maintains a safe and orderly environment. O Abide by school and class rules.			and	and	and
	Teacher: O Has rules to guide students to behave appropriately in the classroom. O Holds students accountable for school and/or class rules. O Provides structures or transitions at the beginning of each class.	O Puts procedures in place to avoid interruption to instructional time. O Posts class rules where they are readily available to all students.	 Makes maximum use of instructional time. Holds students accountable for adherence to school and class rules. Maintains a safe and orderly environment. 	O Stay on task during class periods. O Avoid interruptions to their work. O Abide by school	O Help other students stay on task. O Accept responsibility for their behavior

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	a i August 1, 2012	CV - saids a suppression of a	Table 5. The Decision and American Section 5.	************	tioning to down	p Bygel	carcanie i scolad	\$4000 E	TO SAN LUNCO PROPERTY AND THE
	imples of Artifacts that may be used to	Evidence of	performance provided l	y art	ifact:		daya.		
	vide evidence of performance:	activities at the	the state of the second section of the second section is a second section of the second section of the second section is a second section of the s					MANUAL CO	
	Student Achievement Data					•			
	Student feedback								
	Parent feedback								
	Lesson plans/units of study								
	Feedback from walkthrough observations								
	Instructional activities schedules								
	Student journals/learning logs								
	Student work								
							-		
				1		No 100			C
			Ratings oints per rating at this level)	NE (0)	PP (1)	P (2)	Section 1 and 1 die	E (4)	Total Points
a.	Fosters a predictable learning environment in which ea	ch student has a	positive, nurturing						
	relationship with caring adults and peers. Demonstrates a commitment to and respect for diversit		- 40	ļ					
b.	a community and as a country.	y, while working	g toward common goals as						
c.	Engages students as individuals with unique interests a	nd strenoths							
d.	Adapts teaching for the benefit of all students, including	g those with spe	cial needs across a range						
	of ability levels.	.B							
e.	Provides proactive, clear and constructive feedback to	families about st	udent progress and works						
	collaboratively with families and significant adults in t	he lives of their	students.						
f.	Creates a learning environment characterized by accept	table student beh	avior, efficient use of		-			4	
	time, and appropriate intervention strategies.							-,	Habitan Duning School To
							tal Poir	ats	
	5 Total Points = Not Evident		Overall Rating fo	r Stai	idard	11:			
	9 Total Points = Partially Proficient				dela Guill	erailes	agathrish	A PROPERTY.	Harden
	o 14 Total Points = Proficient					užaja i		W.	irinaki Tarusi
	o 19 Total Points = Accomplished		direction of the control of the cont				rand		
20 t	o 24 Total Points = Exemplary		//				1 C	11	(2 T T. N
	luator Comments (Required for Ratings of "No				comm	ende	a ior a	u ra	ting levels).
Plea	ase indicate the element for which the comment	applies it not	ior the standard as a wi	tote.					
	•								
<u>~</u>									
Con	nments of person being evaluated. (Optional)								
-									

Quality Standard III: students.	Teachers plan and deliver o	effective instruction and cre	ate an environment that fa	cilitates learning for their
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
	emonstrate knowledge of cutellectual, social, and emoti	irrent developmental scienc		ing takes place, and the
There is inadequate		and	and	and
evidence that the Teacher:	The Teacher:	The Teacher:	Students:	Students:
O Understands	O Provides instruction	O Adapts lessons to	O Articulate their	O Offer suggestions
how to	that is	address students'	learning needs.	to the Teacher
differentiate	developmentally	strengths and	learning needs.	regarding ways to
instruction.	appropriate for all	weaknesses.	O Seek materials	adapt lessons to
11001 40001	students.	Water South	and resources	make them more
O Modifies content	<u> </u>	O Applies knowledge o		engaging,
to assure that	☐ Studies emerging	current developmenta		challenging, and
students are able	research to expand	science to address	styles.	relevant.
to work at their	personal knowledge	student needs.		
ability levels.	of how students			Seek to understand:
	learn.	☐ Collaborates with		☐ How they learn.
O Understands the		colleagues with		O Where their time
interrelatedness		experience in		and efforts are
of students'		developmental science		best used.
intellectual, social, and		to improve the quality of lessons.	y	
emotional		of lessons.		
development.				
	III olan and consistently deliver	instruction that draws on re	esults of student assessme	nts, is aligned to academic
standards, and advance	es students' level of content	knowledge and skills.		
There is inadequate		and	and	and
evidence that the	TL - TL	The Teachem	Students:	Stradoutes
Teacher: Uses assessment	The Teacher: O Instructs and	The Teacher: O Monitors	O Monitor their level	Students: Strive to:
Uses assessment feedback to	assesses required	instruction against	of engagement.	O Address their learning
guide	skills	student	or engagement.	needs.
adjustments to	SKIIIS	performance and	O Confer with the	☐ Close gaps between
instruction.	O Advances students'	makes real-time	Teacher to achieve	their level of
	content knowledge	adjustments.	learning targets.	performance and that
O Has explicit	and skills.			of other students.
student		O Encourages	•	O Take academic risks.
outcomes in	O Aligns instruction	students to take		
mind for each	with academic	academic risks.		
lesson.	standards and			
	student assessment	O Makes sure		
	results.	students meet		
		learning objectives while increasing		,
		proficiency levels.		
Va				
 O Professional Prac 	ice is Observable during a	classroom observation		

developmental and acade There is inadequate evidence that the Teacher: O Understands how to match instructional	Partially Proficient monstrate a rich knowledge emic needs of their students The Teacher:		Accomplished	Exemplary s to meet the
developmental and acade There is inadequate evidence that the Teacher: O Understands how to match instructional	emic needs of their students The Teacher:	of current research on effe	ctive instructional practice	s to meet the
There is inadequate evidence that the Teacher: O Understands how to match instructional	The Teacher:			
evidence that the Treacher: O Understands how to match instructional	1		and	and
practices to O Student academic needs.	objectives clear to the students.	The Teacher: O Facilitates learning by supporting students as they learn new material. O Sets the expectation that students will reflect	Students: O Articulate the importance of the lesson objective. O Connect lesson objective to prior knowledge in a significant and	Students: O Apply skills and knowledge learned in the classroom. O Articulate the ways in which they learn most effectively.
O Incorporates evidence-based strategies into lessons. O Adapts instructional practices to changing student needs.	that requires critical thinking, problem solving, and performance skills.	on and communicate about their learning.	meaningful way. O Describe their level of performance in relation to lesson objectives.	
Element d: Teachers thou learning. There is	ughtfully integrate and util	ize appropriate available te	chnology in their instruction and	n to maximize student and
inadequate evidence that the Teacher: O Uses available technology to facilitate classroom instruction. O Monitors the use of technology in the classroom.	The Teacher: Demploys strategies and procedures to ensure that all students have equal and appropriate access to available technology.	The Teacher: Researches effectiveness of instructional technology approaches and activities. Uses available technology to: O Enhance student learning. O Develop students' knowledge and skills. O Enhance creative and innovative skills. O Provide engaging and motivating learning	Students: O Engage in virtual or face-to-face learning activities enhanced by appropriate use of available technology.	Students use available technology to: O Accelerate their learning. O Apply team building and networking skills. O Deepen critical thinking skills. O Communicate effectively.

Quality Standard III students.	: Teachers plan and deliver e	ffective instruction and creat	te an environment that fac	ilitates learning for their
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element e: Teachers of critical-thinking and p	establish and communicate hi roblem solving skills.		nts and plan instruction th	at helps students develop
There is inadequate		and	and	and
evidence that the Teacher: O Understands that students need to employ critical thinking and problem solving skills. O Incorporates practical application of higher order thinking and/or problem solving skills into lessons.	The Teacher: O Sets student expectations at a level that challenges students. O Incorporates higher order thinking, critical thinking and/or problem- solving skills into lessons.	The Teacher: O Clearly communicates high expectations for all students. O Challenges all students to learn to their greatest ability. O Systematically and explicitly teaches higher-order thinking and problem-solving skills.	Students: O Strive to achieve expectations set by the Teacher. O Apply higher-order thinking and problem-solving skills to address challenging issues.	Students: O Monitor their progress toward to achieving Teacher's high expectations. O Perform at levels exceeding expectations. O Seek opportunities to test their problem-solving and higher-order skills.
		O Allows time for responses and discussion.		
	provide students with opportu			
There is inadequate evidence that the	The Teacher plans	and The Teacher:	and Students:	and Students:
Teacher: O Groups students to maximize learning. O Includes all students in individual and group activities.	lessons that: O Require students to work individually and in groups. O Provide opportunities for students to participate using various roles and modes of communication.	O Provide students with opportunities to work in teams. O Adjusts team composition based on lesson objectives and student needs. O Varies group size, composition, and tasks to create opportunities for students to interact and learn from each other.	O Assume leadership roles in their teams whenever possible. O Accept and fulfill their assigned roles within the team.	O Utilize group processes to build trust and promote effective interactions among team members.

studenis. Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element g: Teachers c	ommunicate effectively, r	naking learning objectives clea	r and providing appropriat	e models of language.
There is inadequate evidence that the		and	and	and
Teacher: O Communicates effectively with students.	The Teacher: O Models effective communication skills. O Sets expectations and employs strategies so students can communicate effectively.	The Teacher: O Models and teaches effective skills in listening, presenting ideas, and leading discussions. O Provides opportunities for students to practice communication skills.	Students: O Apply effective written and oral communication skills in their work. O Demonstrate a respectful and sensitive approach toward fellow students and Teachers.	Students: O Participate in team in ways that build trust and ownersh of ideas among team members. O Model formal communications i academic settings.
and use results to plan	ise appropriate methods to further instruction:	assess what each student has l	earned, including formal a	nd informal assessments
There is inadequate evidence that the		and	anu	anu
Teacher:	The Teacher:	The Teacher:	Students:	Students assume
☐ Provides	☐ Establishes	O Requires students to	O Self-assess on a	ownership for:
adequate	consistent and	complete assessment	variety of skills and	O Evaluating and
feedback to	appropriate	tasks similar to those	concepts.	monitoring their
students,	strategies for	on state (e.g., CSAP)	•	progress.
families, and	assigning grades.	and national (e.g.,	O Articulate their	
significant		SAT, NAEP)	personal strengths	O Setting learning
adults.	☐ Bases grades on multiple measures	assessments.	and needs based on self-assessment.	goals.
O Involves students	that provide a	O Uses a variety of	3011 43303311101111	O Compiling
in monitoring	comprehensive and	assessment methods.	O Effectively use	portfolios of their
their learning.	consistent picture	COSOSSILORE MACHINES	formal and	work.
uich teaming.	of student skills	O Provides frequent,	informal feedback	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
O Understands the	and knowledge.	timely, specific and	to monitor their	O Applying Teacher
expected	22.2 22.0 11.0 460.	individualized	learning.	feedback to
outcomes of	☐ Includes goal	feedback about the		improve
learning	setting and	quality of student		performance and
experiences in	documentation of	work.		accelerate their
order to assess	student progress			learning.
them	toward mastery of	O Teaches students to		
appropriately.	state content	use feedback in their		
** *^.	standards in	learning.		
1		·		i e e e e e e e e e e e e e e e e e e e

	imples of Artifacts that may be used to	Evidence of perform	nance provided by art	fact	141.45	. 171.2		121111	1 5 1 1
	vide evidence of performance:	Evidence of period		iaci.					
	Student Achievement Data								
	Student feedback								
	Parent feedback								
	Lesson plans/units of study		, , , , ,						
	Feedback from walkthrough observations						•		
	Instructional activities schedules								
	Student journals/learning logs								· · · · · · · · · · · · · · · · · · ·
	Student work								
	Anecdotal records								
	Formative and summative assessments of student work								
							i.	- 3	
									V.
		April, the careful acceptable as	Ratings nts per rating at this level)	NE (0)	PP	P	A (3)	E.	Total Points
а.	Demonstrates knowledge of current development	al science, the ways in	which learning takes	· 10/1	7-7-	· (~) · · ·	(3)	(*)	- A VARIAS
	place, and the appropriate levels of intellectual, so	ocial, and emotional de	evelopment of their						
ļ	students.								
b.	Plans and consistently delivers instruction that draligned to academic standards, and advances stud								
c.	Demonstrates a rich knowledge of current research								
	meet the developmental and academic needs of st								
d.	Thoughtfully integrates and utilizes appropriate a maximize student learning.	vailable technology in	their instruction to	ĺ					
e.	Establishes and communicates high expectations	for all students and pla	ens instruction that						
	helps students develop critical thinking and probl					1			
f.	Provides students with opportunities to work in te								
g.	Communicates effectively, making learning object	ctives clear and provid	ing appropriate						
h.	models of language. Uses appropriate methods to assess what each stu	dent has learned inclu	ding formal and						
~~	informal assessments, and use results to plan furt						·		
						Tot	al Po	ints	學不是
	5 Total Points = Not Evident		Overall Rati	ng for	Stan	dard	m:		
I	o 12 Total Points = Partially Proficient to 19 Total Points = Proficient			to A.S.		Glerki	i ibrasi. Alberti	ar Marijen	
	to 26 Total Points = Accomplished						154	OD OF	
	to 32 Total Points = Exemplary		an option and a complete state in emphasized association is	energy (c)	Telephological	STATE OF STREET	****	APPENDICT OF	***
	aluator Comments (Required for Ratings of "No ase indicate the element for which the comment			comm	ende	d for	all ra	ting I	evels).
1 10	ase indicate the element for which the comment	applies it not for the	Junear Cas a Wholes						
C:	wants of sames being evaluated (anti						·		
C01	mments of person being evaluated (optional).								
I									

Quality Standard IV: Teachers reflect on their practice.					
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary	
	nonstrate that they analyze sti	ident learning, developmen	t, and growth and apply wh	at they learn to improve	
their practice.		jang paggatan dalah paggaran dalah d			
			and references and advisor system by the condess.	T and	
TOTAL	-	and	and	and	
There is inadequate	The Teacher:	The Teacher applies	The Teacher modifies	The Teacher:	
evidence that the Teacher:	Understands the	knowledge of student	instruction to assure	O Monitors and	
☐ Understands the	importance of	learning, development,	that all students:	evaluates personal	
importance of	knowing how student	and growth to the	indi dir svadovisi	behavioral changes	
knowing how	learning occurs and	development of:	O Understand what is	to determine what	
student learning	what can be done to		expected of them.	works for students.	
occurs.	improve student	☐ Lesson plans.	O Are challenged to		
	growth.	O Instructional	meet or exceed	□ Develops student	
☐ Collects and		strategies.	expectations.	learning plans	
analyzes student	☐ Dialogues with		O Participate in	based on multiple	
data to inform	colleagues to make	☐ Collects multiple	classroom activities	examples of	
instruction.	connections between	examples of	with a high level of	student work and	
	school and classroom	student work to	frequency and	information	
Uses data to:	data and research-	determine student	quality.	gathered from	
☐ Support student	based practices.	progress over time.	O Take responsibility	students, families	
learning.			for their work.	and significant adults, and	
☐ Inform practice.			O Have the opportunity to	colleagues.	
	;		build on their	concagues.	
			interests and		
-			strengths.		
Element by Teachers link	professional growth to their	professional goals.		opperate to the Control of the Contr	
There is inadequate	3	and	and	and	
evidence that the		1			
Teacher:	The Teacher:	The Teacher:	The Teacher:	The Teacher:	
☐ Uses performance	☐ Seeks high quality	Engages in professional	☐ Shares lessons	☐ Willingly tries new	
feedback from	professional	development activities	learned with	and different ways	
supervisor and/or	development	based on:	colleagues.	of teaching new	
colleagues to	opportunities to meet	☐ Likelihood of		skills.	
improve practice.	professional goals.	having a positive	□ Develops and		
		impact on student	follows a long-term		
☐ Completes required	☐ Learns new skills to	learning.	professional		
professional	improve professional	☐ Alignment with	development plan.		
development.	practice.	content standards			
— TT 1 (T 11.1		and school and			
☐ Understands which	☐ Applies knowledge	district initiatives.		·	
professional development	and skills learned through professional	☐ Current research.☐ Student needs.			
activities will help	development to	☐ Student needs.			
to address student	instructional				
and school needs.	decisions.	ļ			
	is Observable during a class	room observation			
	is Observable during a class				

DIALI August 1, 2012	N	The second second		1.
Not Evident	Partially Proficient	Proficient (Meets State		
	rathany rrondent	Standard)	Accomplished	Exemplary
Element c: Teachers are able	to respond to a complex, dy			
There is inadequate		and	and	and
evidence that the Teacher collaborates with colleagues to: Consider new ideas to improve teaching and learning. Support struggling students. Contribute to campus goals.	The Teacher: ☐ Contributes to school committees and teams. ☐ Maintains a positive, productive and respectful relationship with colleagues.	The Teacher initiates and leads collaborative activities with colleagues to: Analyze student data and interpret results. Apply findings to improve teaching practice. Support struggling and/or advanced/above grade level students.	The Teacher: Serves as a critical friend for colleagues, both providing and receiving feedback on performance.	The Teacher: Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data. Seeks specific feedback on areas of professional practice that are in need of improvement.
	bservable during a classro			
Professional Practice is N Examples of artifacts that m		ssroom observation. Evidence of performance p	rovided by artifact:	
evidence of performance:	ay be used to provide	Evidence of performance p	Tovided by Attitact.	
☐ Self-Reflection Template	S			
☐ Lesson Plans				
☐ Assessment Plans				
☐ Professional Growth Plan	as ·			
☐ Data Analysis Record				·
☐ Responses to Feedback				
☐ Student Portfolion				

		Services and a service of the servic	Liberton La Nobre de	of an entropy between	Liver of the state	4 19 19:40 125:41	
	a paging a lagura (ng paging alaut) n Ng pagagan Pagagan ng pagagang	Ratings (#Points per rating at this level)	NE PP (0) (1)	P A (2) (3)	E (4),	Total Points	
a. Demonstrates that he/she analyzes student learning, development and growth and							
applies what he/she learns to improve practice.							
b. Links professional growth to professional practice.							
	complex, dynamic environm	ent					
	1. 3.3		·	Total P	oints		
0 to 1 Total Points =	Not Evident	Overall Rating for Standard IV:			,		
2 to 4 Total Points =	Partially Proficient					_	
5 to 7 Total Points =	Proficient						
8 to 10 Total Points =	Accomplished						
11 to 12 Total Points =	Exemplary					1	
Evaluator Comments (Requir	red for Ratings of "Not Evic	lent" or "Partially Proficient" and r	ecommend	led for all	rating		
levels). Please indicate the ele	ement for which the comme	nt applies if not for the standard as :	a whole.				
Comments of person being ev	aluated (Optional)						
	•						

Not Evident	Partially Proficient	Proficient	Accomplished	Exemplary
	M Mily is semale a final year of the	(Meets State Standard)	envision de la comprisación	Exemplary
Element a: Teachers of There is inadequate	lemonstrate leadership in the ⊪	er schools and	and	
evidence that the		and	and	and
Teacher:	The Teacher:	The Teacher:	The Teacher:	The Teacher initiates
☐ Participates in school activities beyond those expected of all Teachers. ☐ Recognizes opportunities to develop leadership skills. ☐ Works collaboratively for the benefit of students.	☐ Contributes to school committees and teams. ☐ Maintains a positive, productive and respectful relationship with colleagues.	Provides leadership to school-based teams in order to harness the skills and knowledge of colleagues.	☐ Shares knowledge of helpful practices with colleagues. ☐ Confers with school administrators to improve Teacher working and student learning conditions.	and leads collaborative
Supports school goals and initiatives. Slement by Teachers of	contribute knowledge and sk	ille to educational practices	and the teaching profession	
There is inadequate	I	and	and	and
evidence that the				···
Teacher: ☐ Is willing to share expertise with colleagues. ☐ Understands the importance of supporting colleagues.	The Teacher collaborates with colleagues to: Support student growth and development. Contribute to school goals. Enhance opportunities for professional growth. Provide input into the management of the school.	The Teacher: Leads professional growth and development activities whenever possible.	The Teacher: Participates in district wide decision making processes that impact the school.	The Teacher: ☐ Advocates for the inclusion of Teachers in education and government decision making processes.

# B D D T D T T TAX TO THE COLUMN TAX	12* Teachers demonstrate leader	shin .		
andria istanti suita en en des.	Programme to the first of the second	Proficient	Accomplished	Exemplary
Not Evident	Partially Proficient	(Meets State Standard)	↓ The Architecture (1) The Country of the Country	M4 156 616 12 52 42 4 4 15
	advocate for schools and stud			as appropriate.
There is inadequate evidence that the	MALE PROPERTY OF THE PARTY OF T	and	and	and
Teacher:	The Teacher:	The Teacher:	Students:	Students:
□ Participates in activities designed to improve policies and procedures that affect school climate and student learning. □ Reaches out to students, families, and the community in order to understand their needs.	Contributes to and/or participates in school and district task forces and committees to advocate for students.	☐ Implements school and district policies and procedures with fidelity. ☐ Discusses potential revisions to policies and procedures with administrators in order to better address student and school needs.	Suggest changes to their school experience that affect their ability to acquire a high quality education. Articulate their support of practices that improve their access to learning opportunities.	Advocate for curricular, school climate, and instructional improvements.
There is inadequate	demonstrate high ethical stan	darust officers of the second	and	and
evidence that the		and		
Teacher:	The Teacher:	The Teacher:	The Teacher:	Students:
Maintains confidentiality of student records as required by law.	Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others.	☐ Maintains confidentiality of student and fellow Teacher interactions as well as student and	Demands ethical behavior on the part of students. Encourages colleagues to demonstrate ethical	Adhere to ethical principles and demonstrate ethical behavior such as honesty, integrity, and respect for others.
Understands the need to hold high standards for himself/herself and others.		personal data.	behavior.	Others.
Adheres to standards of professional				

Examples of Artifacts that may be used to provide	Evidence	of performance	provided b	y arti	ifact:	i ever	- 1	Talia Mi
evidence of performance:				Falsonia.				
								"
]							
			tings NE	PP	P	A	E	Total
a. Demonstrates leadership in the school.	(# of Poin	ts per rating at this	evel) (0)	(I)	(2)	(3)	(4)	Points
		1						
b. Contribute knowledge and skills to educational practices ac. Advocates for schools and students, partnering with stude				ļ				
appropriate.	mts, familie	s and communitie	s as					
d. Demonstrates high ethical standards.								
d. Demonstrates ingli ettical standards.					70	4 1 70	<u> </u>	a kili 7970-te t
0 to 2 Total Points = Not Evident	I	<u> </u>	II D - 4'-	- e- · · ·		tal P		
3 to 5 Total Points = Partially Proficient		OV	erall Rating	g for S	stand	ard V	:	
6 to 9 Total Points = Proficient].	显然是《水质》的	Full Crass	SEC	MAN AN		Heist	1111
10 to 13 Total Points = Accomplished						etijneja		
14 to 16 Total Points = Exemplary		化二分子 医胆囊溶解						
Evaluator Comments (Required for Ratings of "Not Evide	nt" or "Pa	rtially Proficient	, and recor	nnon	ded f	or all	rotine	
levels). Please indicate the element for which the comment	applies if	not for the stand	ard as a wi	nnle	սեսյ	UI AII	TALLE	5
The same of the sa	пррись и	wot for the stand	4,0 45 4 11,	iorc.				
		•						
Comments of person being evaluated (Optional)								

