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| **Domain 1: Planning and Preparation** | | | | | | | | | | | | | | |
| Components: Demonstrating Knowledge of Content and Pedagogy, Students, and Resources – Setting Instructional Outcomes –  Designing Coherent Instruction – Designing Student Assessments | | | | | | | | | | | | | | |
| **UNSATISFACTORY** | | | | **BASIC** | | | **PROFICIENT** | | | | | **EXEMPLARY** | | |
| Teacher’s plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate. | | | | Teacher’s plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals. | | | Teacher’s plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals. | | | | | Teacher’s plans, based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the teacher’s plans – instructional outcomes, learning activities, materials, resources, and assessments – are in complete alignment and are adapted as needed for individual students. | | |
| Evidence: | | | | | | | | | | | | | | |
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| **Domain 2: The Classroom Environment** | | | | | | | | | | | | | | |
| Components: Creating an Environment of Respect and Rapport – Establishing a Culture for Learning – Managing Classroom Procedures – Managing Student Behavior – Organizing Physical Space | | | | | | | | | | | | | | |
| **COMPONENT** | | **UNSATISFACTORY** | | | **BASIC** | | | **PROFICIENT** | | | | | **EXEMPLARY** | |
| **Creating an Environment of Respect and Rapport** | | 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. The 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. The 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 the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks. | | | | | Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the 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. | |
| **Establishing a Culture for Learning** | | 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 and the precise use of language are 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 the teacher or students. The 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. The 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; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, 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. The teacher conveys high expectations for learning for 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. | |
| **Managing Classroom Procedures** | | Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher’s management of 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 partially effective classroom routines and procedures. The 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. The 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. | |
| **Managing Student Behavior** | | 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. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. | | | Student behavior is generally appropriate. The 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/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventative. The teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity. | |
| **Organizing Physical Space** | | 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. The teacher makes modest use of physical resources, including computer technology. The 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; the 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. The teacher makes effective use of physical resources, including computer technology. The 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. | |
| Evidence: | | | | | | | | | | | | | | |
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| **Domain 3: Instruction** | | | | | | | | | | | | | | |
| Components: Communicating with Students – Using Questioning and Discussion Techniques – Engaging Students in Learning: Elements: Activities and Assignments – Grouping of Students – Instructional Materials and Resources – Structure and Pacing  Using Assessment in Instruction – Demonstrating Flexibility and Responsiveness | | | | | | | | | | | | | | |
| **COMPONENT** | **UNSATISFACTORY** | | | | | **BASIC** | | | **PROFICIENT** | | | | | **EXEMPLARY** |
| **Communicating with Students** | The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher’s explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher’s spoken or written language contains errors of grammar or syntax. The teacher’s academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. | | | | | The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher’s explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher’s explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher’s spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students’ ages or backgrounds. The 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. The teacher’s explanation of content is scaffolded, clear, and accurate and connects with students’ knowledge and experience. During explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher’s use of academic vocabulary is precise and serves to extend student understanding. | | | | | The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The 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. The teacher’s spoken and written language is expressive, and the 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. |
| **Using Questioning and Discussion Techniques** | The teacher’s questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion. | | | | | The teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The 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 the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The 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. | | | | | The 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. |
| **ELEMENT 3c: ENGAGING STUDENTS IN LEARNING** | | | | | | | | | | | | | | |
| **Activities and Assignments** | Activities and assignments are inappropriate for students’ age or background. Students are not mentally engaged in them. | | | | | Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged. | | | Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content. | | | | | All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding. |
| **Grouping of Students** | Instructional groups are inappropriate to the students or to the instructional outcomes. | | | | | Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson. | | | Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. | | | | | Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups. |
| **Instructional Materials and Resources** | Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally. | | | | | Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them. | | | Instructional materials and resources are suitable to the instructional purposes and engage students mentally. | | | | | Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning. |
| **Structure and Pacing** | The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both. | | | | | The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. | | | The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate. | | | | | The lesson’s structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students. |
| **Component** |  | | | | |  | | |  | | | | |  |
| **Using Assessment in Instruction** | 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, and the teacher makes no attempt to adjust the lesson even when students don’t understand the content. | | | | | Students appear to be only partially aware of the assessment criteria, and the 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. Adjustment of the lesson in response to assessment is minimal or ineffective. | | | Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly. | | | | | 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. The teacher successfully differentiates instruction to address individual students’ misunderstandings. |
| **Demonstrating Flexibility and Responsiveness** | The teacher ignores students’ questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don’t understand the content. | | | | | The teacher accepts the responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective. | | | The teacher successfully accommodates students’ questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly. | | | | | The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students’ 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, the teacher persists in seeking effective approaches for students who need help. |
| Evidence: | | | | | | | | | | | | | | |
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| **Domain 4: Professional responsibilities** | | | | | | | | | | | | | | |
| Component 4b: Maintaining Accurate Records: Elements: Agenda/Draft – Procedures – Meeting Facilitation – Timeline – Quality - Accuracy | | | | | | | | | | | | | | |
| **ELEMENT** | **UNSATISFACTORY** | | | **BASIC** | | | **PROFICIENT** | | | | | **EXEMPLARY** | | |
| **Timeline** | Multiple timelines are missed for completing special education paperwork. Teacher’s special education records are in disarray. Special education checklist is not used. | | | Teacher meets most timelines for completing special education paperwork. Teacher’s special education records are adequate, but they require frequent monitoring to avoid errors. Special education checklist is occasionally used. | | | Teacher meets all timelines for completing special education paperwork. Teacher’s special education records are fully accurate. Correct forms are completed as indicated on special education paperwork checklists. Checklists are always used. | | | | | Teacher meets all timelines for completing special education paperwork. Teacher’s special education records are fully accurate. Correct forms are completed as indicated on special education paperwork checklists. Checklists are always used. Proactively schedules meetings ahead of time with all itinerate staff and other team members. | | |
| **Accuracy** | Multiple errors in special education paperwork on multiple occasions. Paperwork is incomplete. Highly inaccurate (many and major errors) special education paperwork with regard to signatures/names, dates, required participants at meeting, goals, and objectives that are not measureable. | | | Mostly accurate special education paperwork with regard to signatures/names, dates, required participants at meetings, goals and objectives that are mostly measurable. | | | Highly accurate (very few or minor errors) special education paperwork with regard to signatures/names, dates, required participants at meeting, goals and objective that are measurable. | | | | | Highly accurate (very few or minor errors) special education paperwork with regard to signatures/names, dates, required participants at meeting, goals and objective that are measurable. Ensures that information received from other staff members is also accurate. | | |
| **Quality** | Special education paperwork demonstrates no connection between Evaluation Summary and Eligibility Report (ESER) statement of educational need, IEP Present Levels of Academic Achievement and Functional Performance (PLAAPF) & student’s strengths and weaknesses, IEP goals and objectives, and special educational services. Transition plan (if applicable) not related to above. | | | Special education paperwork demonstrates rough or little connection between ESER statement of educational need, IEP PLAAPF and Student’s strengths and weaknesses, IEP goals and objectives, and special education services. Transition plan (if applicable) only partially related to above. | | | Special education paperwork demonstrates direct connection between ESER statement of educational need, IEP PLAAPF and student’s strengths and weaknesses, IEP goals and objectives, and special education services. Transition plan (if applicable) related to above. | | | | | Special education paperwork demonstrates direct connections between ESER statement of educational need, IEP PLAAPF and student’s strengths and weaknesses, IEP goals and objectives, and special education services. Transition plan (if applicable) related to above. Special education paperwork is clear and provides an all-encompassing view of student needs and strengths with adequate detail. Student (when appropriate) and parent participate in meetings and are involved in development of special education paperwork. | | |
| **Meeting Facilitation** | Discussion is off task. Teacher manages time poorly. | | | Teacher facilitates and uses time somewhat efficiently. Teacher does not facilitate equal participation. Some members dominate conversation. | | | Teacher facilitates and uses time efficiently. Teacher facilitates equal participation and controls the flow of the meeting. | | | | | Teacher facilitates meeting and navigates through areas of disagreement and difficulty. Teacher facilitates and uses time efficiently. Student involved in facilitation if appropriate. | | |
| **Agenda/Draft** | Teacher has no agenda or special education paperwork draft. No clear direction or purpose of meeting. | | | Teacher has agenda or special education draft, but does not follow it. Some reminders are needed follow agenda or draft. Most areas of Individual Education Plan (IEP) or other paperwork covered and discussed. | | | Teacher follows clear, prepared, concise agenda, or special education paperwork draft. All areas of IEP or other paperwork are covered and discussed. Teacher prepared with necessary paperwork. | | | | | Teacher follows clear, prepared, concise agenda, or special education paperwork draft. All areas of IEP or other paperwork are covered and discussed. Teacher has necessary paperwork for meeting. Teacher has additional visual aids or materials. | | |
| **Special Education Procedures** | Federal, State, and District procedures not being followed. | | | Follows Federal, State, and District procedures, but requires occasional coaching and reminders. | | | Follows all Federal, State, and District procedures (e.g., Procedural Safeguards, Prior Written Notices (PWN’s). | | | | | Follows all Federal, State, and District procedures (e.g., Procedural Safeguards, PWN’s. Teacher identifies when additional information is needed for parent/student understanding of the process, procedures, and rights. Provides clarification and/or additional information. | | |
| **Reflecting on Teaching** | 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 another time the lesson is taught. | | | 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 another time the lesson is taught. | | | Teacher makes 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 weighing the relative strengths to each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. | | |
| **Participating in a Professional Community** | The teacher demonstrates low ethical standards and levels of professionalism, with poor record-keeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth. | | | The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary record-keeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and district projects and activities for professional growth. | | | The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and district events, and engaging in activities for professional development. | | | | | The teacher’s ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in both school and district projects, and extensive professional development activities. Where appropriate, students contribute to the systems for record keeping and family communication. | | |
| **Growing and Developing Professionally** | 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 in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession. | | | Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when make by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators. | | | | | Teacher seeks out opportunities for professional development and makes systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession. | | |
| Evidence: | | | | | | | | | | | | | | |

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| Professional Growth Goal: Click here to enter text. |