|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Educator Name: | | | Click here to enter text. | | | | | | | School Year: | Click here to enter text. | | | |
|  | | | | | | | | | | | | | | |
| **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: | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **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: | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **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** | | **UNSATISFACTORY** | | | | **BASIC** | | | **PROFICIENT** | | | | | **EXEMPLARY** |
| **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: | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Domain 4: Professional responsibilities** | | | | | | | | | | | | | | |
| Components: Reflecting on Teaching – Maintaining Accurate Records – Communicating with Families – Participating in a Professional Community – Growing and Developing Professionally – Showing Professionalism | | | | | | | | | | | | | | |
| **UNSATISFACTORY** | | | | **BASIC** | | | **PROFICIENT** | | | | | **EXEMPLARY** | | |
| 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. | | |
| Evidence: | | | | | | | | | | | | | | |

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