

# PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT

PORT CHESTER, NEW YORK 10573  
Dr. Edward A. Klizus, Superintendent

TEACHER NAME:

SCHOOL:

PRINCIPAL:

PERIOD COVERED BY THIS REPORT: **SEPTEMBER 2011—JUNE 2012**

YEAR OF ASSIGNMENT:                    1            2            3            4            TENURED

GRADE ASSIGNMENT:                    K            1            2            3            4            5            6            7            8            9-12

## Teacher Evaluation Document

The following rubric was selected by teachers and administrators and is derived from “A Framework for Teaching” (2011 revised Edition) by Charlotte Danielson, a research-validated instrument for teacher observation, evaluation and development. It addresses four domains of Professional Practice:

- Planning and Preparation
- The Classroom Environment
- Instruction
- Professional Responsibilities

**New York State Rating Scale:** Highly Effective, Effective, Developing, Ineffective

## DOMAIN 1: PLANNING AND PREPARATION

<b>1A: Demonstrating Knowledge of Content and Pedagogy</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
<p>Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>	<p>Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>
<b>CRITICAL ATTRIBUTES</b>			
<p>In addition to the characteristics of "Effective,"</p> <ul style="list-style-type: none"> <li>• Teacher cites intra- and inter-disciplinary content relationships.</li> <li>• Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher can identify important concepts of the discipline, and their relationships to one another.</li> <li>• The teacher consistently provides clear explanations of the content.</li> <li>• The teacher answers student questions accurately and provides feedback that furthers their learning.</li> <li>• The teacher seeks out content-related professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher is familiar with the discipline but does not see conceptual relationships.</li> <li>• Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</li> <li>• Lesson and unit plans use limited instructional strategies and some are not be suitable to the content.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher makes content errors.</li> <li>• Teacher does not consider prerequisite relationships when planning.</li> <li>• Teacher's plans use inappropriate strategies for the discipline.</li> </ul>

## DOMAIN 1: PLANNING AND PREPARATION

<b>1B: Demonstrating Knowledge of Students</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.
<b>CRITICAL ATTRIBUTES</b>			
<p>In addition to the characteristics of "Effective,"</p> <ul style="list-style-type: none"> <li>• The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</li> <li>• The teacher seeks out information about their cultural heritage from all students.</li> <li>• The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher knows, for groups of students, their levels of cognitive development</li> <li>• The teacher is aware of the different cultural groups in the class.</li> <li>• The teacher has a good idea of the range of interests of students in the class.</li> <li>• The teacher has identified "high," "medium," and "low" groups of students within the class.</li> <li>• The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning.</li> <li>• The teacher is aware of the special needs represented by students in the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher cites developmental theory, but does not seek to integrate it into lesson planning.</li> <li>• Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group."</li> <li>• The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.</li> <li>• The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher does not understand child development characteristics and has unrealistic expectations for students.</li> <li>• Teacher does not try to ascertain varied ability levels among students in the class.</li> <li>• Teacher is not aware of student interests or cultural heritages.</li> <li>• Teacher takes no responsibility to learn about students' medical or learning disabilities.</li> </ul>

## DOMAIN 1: PLANNING AND PREPARATION

<b>1C: Setting Instructional Outcomes</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
<p>All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.</p>	<p>Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.</p>	<p>Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.</p>
<b>CRITICAL ATTRIBUTES</b>			
<p>In addition to the characteristics of “Effective,”</p> <ul style="list-style-type: none"> <li>• Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.</li> <li>• Teacher connects outcomes to previous and future learning. Outcomes are differentiated to encourage individual students to take educational risks.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes represent high expectations and rigor.</li> <li>• Outcomes are related to “big ideas” of the discipline.</li> <li>• Outcomes are written in terms of what students will learn rather than do.</li> <li>• Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication.</li> <li>• Outcomes are suitable to groups of students in the class, differentiated where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes represent a mixture of low expectations and rigor.</li> <li>• Some outcomes reflect important learning in the discipline. Outcomes are suitable for most of the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes lack rigor.</li> <li>• Outcomes do not represent important learning in the discipline.</li> <li>• Outcomes are not clear or are stated as activities.</li> <li>• Outcomes are not suitable for many students in the class.</li> </ul>

## DOMAIN 1: PLANNING AND PREPARATION

<b>1D: Demonstrating Knowledge of Resources</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
<p>Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</p>	<p>Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.</p>	<p>Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.</p>	<p>Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.</p>
<b>CRITICAL ATTRIBUTES</b>			
<p>In addition to the characteristics of "Effective,"</p> <ul style="list-style-type: none"> <li>• Texts are matched to student skill level.</li> <li>• The teacher has ongoing relationship with colleges and universities that support student learning.</li> <li>• The teacher maintains log of resources for student reference.</li> <li>• The teacher pursues apprenticeships to increase discipline knowledge.</li> <li>• The teacher facilitates student contact with resources outside the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Texts are at varied levels.</li> <li>• Texts are supplemented by guest speakers and field experiences.</li> <li>• Teacher facilitates Internet resources.</li> <li>• Resources are multi-disciplinary.</li> <li>• Teacher expands knowledge with professional learning groups and organizations.</li> <li>• Teacher pursues options offered by universities.</li> <li>• Teacher provides lists of resources outside the class for students to draw on.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher uses materials in the school library, but does not search beyond the school for resources.</li> <li>• The teacher participates in content-area workshops offered by the school, but does not pursue other professional development.</li> <li>• The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher only uses district-provided materials, even when more variety would assist some students.</li> <li>• The teacher does not seek out resources available to expand his/her own skill.</li> <li>• Although aware of some student needs, the teacher does not inquire about possible resources.</li> </ul>

## DOMAIN 1: PLANNING AND PREPARATION

<b>1E: Designing Coherent Instruction</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.
<b>CRITICAL ATTRIBUTES</b>			
In addition to the characteristics of "Effective," <ul style="list-style-type: none"> <li>• Activities permit student choice.</li> <li>• Learning experiences connect to other disciplines.</li> <li>• Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</li> <li>• Lesson plans differentiate for individual student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning activities are matched to instructional outcomes.</li> <li>• Activities provide opportunity for higher-level thinking.</li> <li>• Teacher provides a variety of appropriately challenging materials and resources.</li> <li>• Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</li> <li>• The plan for the lesson or unit is well structured, with reasonable time allocations.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning activities are moderately challenging.</li> <li>• Learning resources are suitable, but there is limited variety.</li> <li>• Instructional groups are random or only partially support objectives.</li> <li>• Lesson structure is uneven or may be unrealistic in terms of time expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning activities are boring and/or not well aligned to the instructional goals.</li> <li>• Materials are not engaging or do not meet instructional outcomes.</li> <li>• Instructional groups do not support learning.</li> <li>• Lesson plans are not structured or sequenced and are unrealistic in their expectations.</li> </ul>

## DOMAIN 1: PLANNING AND PREPARATION

<b>1F: Designing Student Assessments</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
<p>Teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</p>	<p>Teacher’s plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.</p>
<b>CRITICAL ATTRIBUTES</b>			
<p>In addition to the characteristics of “Effective,”</p> <ul style="list-style-type: none"> <li>• Assessments provide opportunities for student choice.</li> <li>• Students participate in designing assessments for their own work.</li> <li>• Teacher-designed assessments are authentic with real-world application, as appropriate.</li> <li>• Students develop rubrics according to teacher-specified learning objectives.</li> <li>• Students are actively involved in collecting information from formative assessments and provide input.</li> </ul>	<ul style="list-style-type: none"> <li>• All the learning outcomes have a method for assessment.</li> <li>• Assessment types match learning expectations.</li> <li>• Plans indicate modified assessments for some students as needed.</li> <li>• Assessment criteria are clearly written.</li> <li>• Plans include formative assessments to use during instruction.</li> <li>• Lesson plans indicate possible adjustments based on formative assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>• Only some of the instructional outcomes are addressed in the planned assessments.</li> <li>• Assessment criteria are vague.</li> <li>• Plans refer to the use of formative assessments, but they are not fully developed.</li> <li>• Assessment results are used to design lesson plans for the whole class, not individual students.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments do not match instructional outcomes.</li> <li>• Assessments have no criteria.</li> <li>• No formative assessments have been designed.</li> <li>• Assessment results do not affect future plans.</li> </ul>

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

<b>2A: Creating an Environment of Respect and Rapport</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
<p>Classroom interactions among the teacher and individual 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 of interactions is that of connections with students as individuals.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.</p>
<b>CRITICAL ATTRIBUTES</b>			
<p>In addition to the characteristics of "Effective,"</p> <ul style="list-style-type: none"> <li>• Teacher demonstrates knowledge and caring about individual students' lives beyond school.</li> <li>• When necessary, students correct one another in their conduct towards classmates.</li> <li>• There is no disrespectful behavior among students.</li> <li>• The teacher's response to a student's incorrect response respects the student's dignity.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk between teacher and students and among students is uniformly respectful.</li> <li>• Teacher responds to disrespectful behavior among students.</li> <li>• Teacher makes superficial connections with individual students.</li> </ul>	<ul style="list-style-type: none"> <li>• The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</li> <li>• Teacher attempts to respond to disrespectful behavior among students, with uneven results.</li> <li>• Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher uses disrespectful talk towards students. Student body language indicates feelings of hurt or insecurity.</li> <li>• Students use disrespectful talk towards one another with no response from the teacher.</li> <li>• Teacher displays no familiarity with or caring about individual students' interests or personalities.</li> </ul>



## DOMAIN 2: THE CLASSROOM ENVIRONMENT

<b>2B: Establishing a Culture for Learning</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.</p>
<b>CRITICAL ATTRIBUTES</b>			
<p>In addition to the characteristics of “Effective,”</p> <ul style="list-style-type: none"> <li>• The teacher communicates a genuine passion for the subject.</li> <li>• Students indicate that they are not satisfied unless they have complete understanding.</li> <li>• Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.</li> <li>• Students recognize the efforts of their classmates.</li> <li>• Students take initiative in improving the quality of their work.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher communicates the importance of learning, and that with hard work all students can be successful in it.</li> <li>• The teacher demonstrates a high regard for student abilities.</li> <li>• Teacher conveys an expectation of high levels of student effort.</li> <li>• Students expend good effort to complete work of high quality.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher’s energy for the work is neutral: indicating neither a high level of commitment nor “blowing it off.”</li> <li>• The teacher conveys high expectations for only some students.</li> <li>• Students comply with the teacher’s expectations for learning, but don’t indicate commitment on their own initiative for the work.</li> <li>• Many students indicate that they are looking for an “easy path.”</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.</li> <li>• The teacher conveys to at least some students that the work is too challenging for them.</li> <li>• Students exhibit little or no pride in their work.</li> <li>• Class time is devoted more to socializing than to learning.</li> </ul>

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

<b>2C: Managing Classroom Procedures</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
<p>Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.</p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p>
<b>CRITICAL ATTRIBUTES</b>			
<p>In addition to the characteristics of "Effective,"</p> <ul style="list-style-type: none"> <li>• Students take the initiative with their classmates to ensure that their time is used productively.</li> <li>• Students themselves ensure that transitions and other routines are accomplished smoothly.</li> <li>• Students take initiative in distributing and collecting materials efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>• The students are productively engaged during small group work.</li> <li>• Transitions between large and small group activities are smooth.</li> <li>• Routines for distribution and collection of materials and supplies work efficiently.</li> <li>• Classroom routines function smoothly.</li> </ul>	<ul style="list-style-type: none"> <li>• Small groups are only partially engaged while not working directly with the teacher.</li> <li>• Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.</li> <li>• Classroom routines function unevenly.</li> </ul>	<ul style="list-style-type: none"> <li>• Students not working with the teacher are disruptive to the class.</li> <li>• There are no established procedures for distributing and collecting materials.</li> <li>• Procedures for other activities are confused or chaotic.</li> </ul>

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

<b>2D: Managing Student Behavior</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students.</p>	<p>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.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.</p>	<p>There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.</p>
<b>CRITICAL ATTRIBUTES</b>			
<p>In addition to the characteristics of "Effective,"</p> <ul style="list-style-type: none"> <li>• Student behavior is entirely appropriate; no evidence of student misbehavior.</li> <li>• The teacher monitors student behavior without speaking – just moving about.</li> <li>• Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</li> </ul>	<ul style="list-style-type: none"> <li>• Standards of conduct appear to have been established.</li> <li>• Student behavior is generally appropriate.</li> <li>• The teacher frequently monitors student behavior.</li> <li>• Teacher's response to student misbehavior is effective.</li> <li>• Teacher acknowledges good behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</li> <li>• Teacher attempts to keep track of student behavior, but with no apparent system.</li> <li>• The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom environment is chaotic, with no apparent standards of conduct.</li> <li>• The teacher does not monitor student behavior.</li> <li>• Some students violate classroom rules, without apparent teacher awareness.</li> <li>• When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</li> </ul>

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

<b>2E: Organizing Physical Space</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
<p>The classroom is safe, and learning is accessible to all students including those with special needs. 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.</p>	<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and essential learning is accessible to most students, The teacher’s use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The physical environment is unsafe, or many students don’t have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p>
<b>CRITICAL ATTRIBUTES</b>			
<p>In addition to the characteristics of “Effective,”</p> <ul style="list-style-type: none"> <li>• Modifications are made to the physical environment to accommodate students with special needs.</li> <li>• There is total alignment between the goals of the lesson and the physical environment.</li> <li>• Students take the initiative to adjust the physical environment.</li> <li>• Teachers and students make extensive and imaginative use of available technology.</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom is safe, and all students are able to see and hear.</li> <li>• The classroom is arranged to support the instructional goals and learning activities.</li> <li>• The teacher makes appropriate use of available technology.</li> </ul>	<ul style="list-style-type: none"> <li>• The physical environment is safe, and most students can see and hear.</li> <li>• The physical environment is not an impediment to learning, but does not enhance it.</li> <li>• The teacher makes limited use of available technology and other resources.</li> </ul>	<ul style="list-style-type: none"> <li>• There are physical hazards in the classroom, endangering student safety..</li> <li>• Many students can’t see or hear the teacher or the board.</li> <li>• Available technology is not being used, even if available and its use would enhance the lesson.</li> </ul>

## DOMAIN 3: INSTRUCTION

<b>3A: Communicating with Students</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher’s explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies.</p>	<p>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. Teacher’s explanation of content is well scaffolded, clear and accurate, and connects with students’ knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to the students’ ages and interests.</p>	<p>Teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher’s spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds.</p>	<p>The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher’s explanation of the content contains major errors. The teacher’s spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>
<b>CRITICAL ATTRIBUTES</b>			
<p>In addition to the characteristics of “Effective,”</p> <ul style="list-style-type: none"> <li>• The teacher points out possible areas for misunderstanding.</li> <li>• Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</li> <li>• All students seem to understand the presentation.</li> <li>• The teacher invites students to explain the content to the class, or to classmates.</li> <li>• Teacher uses rich language, offering brief vocabulary lessons where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher states clearly, at some point during the lesson, what the students will be learning.</li> <li>• If appropriate, the teacher models the process to be followed in the task.</li> <li>• Students engage with the learning task, indicating that they understand what they are to do.</li> <li>• The teacher makes no content errors.</li> <li>• Teacher’s explanation of content is clear, and invites student participation and thinking.</li> <li>• Vocabulary and usage are correct and completely suited to the lesson.</li> <li>• Vocabulary is appropriate to the students’ ages and levels of development.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.</li> <li>• Teacher must clarify the learning task so students can complete it.</li> <li>• The teacher makes no serious content errors, although may make a minor error.</li> <li>• The teacher’s explanation of the content consists of a monologue or is purely procedural with minimal participation by students.</li> <li>• Vocabulary and usage are correct but unimaginative.</li> <li>• Vocabulary is too advanced or juvenile for the students.</li> </ul>	<ul style="list-style-type: none"> <li>• At no time during the lesson does the teacher convey to the students what they will be learning.</li> <li>• Students indicate through their questions that they are confused as to the learning task.</li> <li>• The teacher makes a serious content error that will affect students’ understanding of the lesson.</li> <li>• Students indicate through body language or questions that they don’t understand the content being presented.</li> <li>• Teacher’s communications include errors of vocabulary or usage.</li> <li>• Vocabulary is inappropriate to the age or culture of the students.</li> </ul>

## DOMAIN 3: INSTRUCTION

<b>3B: Using Questioning Prompts and Discussion</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>	<p>While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.</p>	<p>Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.</p>
<b>CRITICAL ATTRIBUTES</b>			
<p>In addition to the characteristics of "Effective,"</p> <ul style="list-style-type: none"> <li>• Students initiate higher-order questions.</li> <li>• Students extend the discussion, enriching it.</li> <li>• Students invite comments from their classmates during a discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.</li> <li>• The teacher makes effective use of wait time.</li> <li>• The teacher builds on uses student responses to questions effectively.</li> <li>• Discussions enable students to talk to one another, without ongoing mediation by the teacher.</li> <li>• The teacher calls on most students, even those who don't initially volunteer.</li> <li>• Many students actively engage in the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher frames some questions designed to promote student thinking, but only a few students are involved.</li> <li>• The teacher invites students to respond directly to one another's ideas, but few students respond.</li> <li>• Teacher calls on many students, but only a small number actually participate in the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions are rapid-fire, and convergent, with a single correct answer.</li> <li>• Questions do not invite student thinking.</li> <li>• All discussion is between teacher and students; students are not invited to speak directly to one another.</li> <li>• A few students dominate the discussion.</li> </ul>

## DOMAIN 3: INSTRUCTION

<b>3C: Engaging Students in Learning</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
<p>Virtually all students are intellectually engaged in challenging content, through well- designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.</p>
<b>CRITICAL ATTRIBUTES</b>			
<p>In addition to the characteristics of “Effective,”</p> <ul style="list-style-type: none"> <li>• Virtually all students are highly engaged in the lesson.</li> <li>• Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.</li> <li>• Students suggest modifications to the grouping patterns used.</li> <li>• Students have extensive choice in how they complete tasks.</li> <li>• Students suggest modifications or additions to the materials being used.</li> <li>• Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Most students are intellectually engaged in the lesson.</li> <li>• Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</li> <li>• Students have some choice in how they complete learning tasks.</li> <li>• There is a mix of different types of groupings, suitable to the lesson objectives.</li> <li>• Materials and resources support the learning goals and require intellectual engagement, as appropriate.</li> <li>• The pacing of the lesson provides students the time needed to be intellectually engaged.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students are intellectually engaged in the lesson.</li> <li>• Learning tasks are a mix of those requiring thinking and recall.</li> <li>• Student engagement with the content is largely passive, learning primarily facts or procedures.</li> <li>• Students have no choice in how they complete tasks.</li> <li>• The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</li> <li>• The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.</li> <li>• The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.</li> </ul>	<ul style="list-style-type: none"> <li>• Few students are intellectually engaged in the lesson.</li> <li>• Learning tasks require only recall or have a single correct response or method.</li> <li>• The materials used ask students only to perform rote tasks.</li> <li>• Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</li> <li>• Instructional materials used are unsuitable to the lesson and/or the students.</li> <li>• The lesson drags, or is rushed.</li> </ul>

## DOMAIN 3: INSTRUCTION

3D: Using Assessment in Instruction			
Highly Effective	Effective	Developing	Ineffective
<p>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. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.</p>	<p>Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self- assessment. Questions/prompts/assessments are used to diagnose evidence of learning.</p>	<p>Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.</p>	<p>There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>
CRITICAL ATTRIBUTES			
<p>In addition to the characteristics of “Effective,”</p> <ul style="list-style-type: none"> <li>• There is evidence that students have helped establish the evaluation criteria.</li> <li>• Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly “taking the pulse” of the class.</li> <li>• Teacher makes frequent use of strategies to elicit information about individual student understanding.</li> <li>• Feedback to students is specific and timely, and is provided from many sources, including other students.</li> <li>• Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</li> <li>• The teacher’s adjustments to the lesson are designed to assist individual students.</li> </ul>	<ul style="list-style-type: none"> <li>• Students indicate that they clearly understand the characteristics of high-quality work.</li> <li>• The teacher elicits evidence of student understanding during the lesson Students are invited to assess their own work and make improvements.</li> <li>• Feedback includes specific and timely guidance for at least groups of students.</li> <li>• The teacher attempts to engage students in self- or peer-assessment.</li> <li>• When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.□</li> <li>• The teacher circulates during small group or independent work, offering suggestions to groups of students.</li> <li>• The teacher uses a specifically- formulated question to elicit evidence of student understanding.</li> <li>• The teacher asks students to look over their papers to correct their errors.</li> </ul>	<ul style="list-style-type: none"> <li>• There is little evidence that the students understand how their work will be evaluated.</li> <li>• Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.</li> <li>• Teacher requests global indications of student understanding.</li> <li>• Feedback to students is not uniformly specific, not oriented towards future improvement of work.</li> <li>• The teacher makes only minor attempts to engage students in self- or peer-assessment.</li> <li>• The teacher’s attempts to adjust the lesson are partially successful.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher gives no indication of what high quality work looks like.</li> <li>• The teacher makes no effort to determine whether students understand the lesson.</li> <li>• Feedback is only global.</li> <li>• The teacher does not ask students to evaluate their own or classmates’ work.</li> </ul>



## DOMAIN 3: INSTRUCTION

<b>3E: Demonstrating Flexibility and Responsiveness</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p>	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>
<b>CRITICAL ATTRIBUTES</b>			
<p>In addition to the characteristics of "Effective,"</p> <ul style="list-style-type: none"> <li>• Teacher successfully executes a major lesson readjustment when needed.</li> <li>• Teacher seizes on a teachable moment to enhance a lesson.</li> <li>• The teacher conveys to students that he won't consider a lesson "finished" until every student understands, and that he has a broad range of approaches to use.</li> <li>• In reflecting on practice, the teacher can cite others in the school and beyond who she has contacted for assistance in reaching some students.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher successfully makes a minor modification to the lesson.</li> <li>• Teacher incorporates students' interests and questions into the heart of the lesson.</li> <li>• The teacher conveys to students that she has other approaches to try when the students experience difficulty.</li> <li>• In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher's efforts to modify the lesson are only partially successful.</li> <li>• Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</li> <li>• The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.</li> <li>• In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher ignores indications of student boredom or lack of understanding.</li> <li>• Teacher brushes aside student questions.</li> <li>• Teacher makes no attempt to incorporate student interests into the lesson.</li> <li>• The teacher conveys to students that when they have difficulty learning, it is their fault.</li> <li>• In reflecting on practice, the teacher does not indicate that it is important to reach all students.</li> </ul>

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

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

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

<b>4B: Maintaining Accurate Records</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.</p>
<b>CRITICAL ATTRIBUTES</b>			
<p>In addition to the characteristics of "Effective,"</p> <ul style="list-style-type: none"> <li>• Students contribute to and maintain records indicating completed and outstanding work assignments.</li> <li>• Students contribute to and maintain data files indicating their own progress in learning.</li> <li>• Students contribute to maintaining non-instructional records for the class.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.</li> <li>• The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</li> <li>• The teacher's process for recording non-instructional information is both efficient and effective.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher has a process for recording student work completion. However, it may be out-of-date or does not permit students to access the information.</li> <li>• The teacher's process for tracking student progress is cumbersome to use.</li> <li>• The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Absence of a system for either instructional or non-instructional records.</li> <li>• Record-keeping systems that are in disarray so as to provide incorrect or confusing information.</li> </ul>

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

<b>4C: Communicating with Families</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
<p>Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.</p>	<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate information to families is conveyed in a culturally appropriate manner.</p>	<p>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.</p>
<b>CRITICAL ATTRIBUTES</b>			
<p>In addition to the characteristics of "Effective,"</p> <ul style="list-style-type: none"> <li>• On a regular basis, students develop materials to inform their families about the instructional program.</li> <li>• Students maintain accurate records about their individual learning progress and frequently share this information with families.</li> <li>• Students contribute to regular and ongoing projects designed to engage families in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>• Information about the instructional program is available on a regular basis.</li> <li>• The teacher sends information about student progress home on a regular basis.</li> <li>• Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• School or district-created materials about the instructional program are sent home.</li> <li>• Infrequent or incomplete information sent home by teachers about the instructional program.</li> <li>• Teacher maintains school-required grade book but does little else to inform families about student progress.</li> <li>• Teacher communications are sometimes inappropriate to families' cultural norms.</li> </ul>	<ul style="list-style-type: none"> <li>• Little or no information regarding instructional program available to parents.</li> <li>• Families are unaware of their children's progress.</li> <li>• Lack of family engagement activities.</li> <li>• Culturally inappropriate communication.</li> </ul>

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

<b>4D: Participating in a Professional Community</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
<p>Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.</p>	<p>Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.</p>
<b>CRITICAL ATTRIBUTES</b>			
<p>In addition to the characteristics of "Effective,"</p> <ul style="list-style-type: none"> <li>• The teacher takes a leadership role in promoting activities related to professional inquiry.</li> <li>• The teacher regularly contributes to and leads events that positively impact school life.</li> <li>• The teacher regularly contributes to and leads significant school district and community projects.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher has supportive and collaborative relationships with colleagues.</li> <li>• The teacher regularly participates in activities related to professional inquiry.</li> <li>• The teacher frequently volunteers to participate in school events and school district and community projects.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher has pleasant relationship with colleagues.</li> <li>• When invited, the teacher participates in activities related to professional inquiry.</li> <li>• When asked, the teacher participates in school activities, and school district and community projects.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher's relationship with colleagues is characterized by negativity or combativeness.</li> <li>• The teacher purposefully avoids contributing to activities promoting professional inquiry.</li> <li>• The teacher avoids involvement in school activities and school district and community projects.</li> </ul>

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

<b>4E: Growing and Developing Professionally</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
<p>Teacher seeks out opportunities for professional development and makes a 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.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.</p>	<p>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.</p>	<p>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.</p>
<b>CRITICAL ATTRIBUTES</b>			
<p>In addition to the characteristics of “Effective,”</p> <ul style="list-style-type: none"> <li>• The teacher seeks regular opportunities for continued professional development, including initiating action research.</li> <li>• The teacher actively seeks feedback from supervisors and colleagues.</li> <li>• The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher seeks regular opportunities for continued professional development.</li> <li>• The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.</li> <li>• The teacher actively participates in professional organizations designed to contribute to the profession.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher participates in professional activities when required or when provided by the school district.</li> <li>• The teacher reluctantly accepts feedback from supervisors and colleagues.</li> <li>• The teacher contributes in a limited fashion to educational professional organizations.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher is not involved in any activity that might enhance knowledge or skill.</li> <li>• The teacher purposefully resists discussing performance with supervisors or colleagues.</li> <li>• The teacher ignores invitations to join professional organizations or attending conferences.</li> </ul>

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

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

**1<sup>st</sup> Year of Service**

**May 7 Evaluation**

- A. This teacher is recommended for another year of probationary service.
- B. This teacher is not recommended for another year of probationary service.

**2<sup>nd</sup> Year of Service**

**May 7 Evaluation**

- A. This teacher is recommended for another year of probationary service.
- B. This teacher is not recommended for another year of probationary service.

**Tenure Year of Service**

**March 15 Evaluation**

- A. This teacher is recommended for another year of probationary service.
- B. This teacher is not recommended for another year of probationary service.

**Extended Probation**

**March 15 Evaluation**

This teacher is recommended for a fourth year of probation.

In lieu of a non-recommendation of tenure, I agree that my probationary period be extended for one more year. I also agree that I will not claim tenure by estoppel.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Tenured Teacher**

**June 1 Evaluation**

- This teacher shows continued growth and is performing Highly Effectively.
- This teacher shows continued growth and is performing Effectively.
- This teacher's level of performance is below Effective level and therefore Developing.
- This teacher's level of performance is below Developing level and therefore Ineffective.



