

Component 1a: Demonstrates Knowledge of Content and Pedagogy				
<i>Element: Knowledge of Content</i>				
LEVEL OF PERFORMANCE				
CONTENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Teacher makes content errors and does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge with evidence of continuing pursuit of such knowledge.

Component 1b: Shows Understanding of Each Individual Student's Needs				
<i>Element: Knowledge of Students' Intellectual, Social, and Emotional Age Group, Varied Approaches to Learning, and Students' Skills and Knowledge</i>				
LEVEL OF PERFORMANCE				
STUDENTS NEEDS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Teacher displays minimal knowledge of developmental characteristics of age group and is unfamiliar with the different approaches to learning, such as, modalities and different "intelligences."	Teacher displays generally accurate knowledge of developmental characteristics of age group and displays general understanding of the different approaches to learning that students exhibit.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions and displays solid understanding of the different approaches that students exhibit.	Teacher displays knowledge of students' typical characteristics of age group, uses varied approaches to learning, and demonstrates knowledge of students' skills, including those with special needs.

Component 1c: Demonstrates Knowledge of Resources				
<i>Element: Resources for Teachers and Students</i>				
LEVEL OF PERFORMANCE				
RESOURCES	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Teacher is unaware of resources available through school or district and is unaware of resources available for students who need them.	Teacher displays limited awareness of resources for teachers and for students available through the school or district.	Teacher is fully aware of all resources available through the district and knows how to gain access to those resources for teachers and/or students.	Teacher is aware of school district resources and actively seeks other materials to enhance instruction, for example, from professional organizations. Teacher is also aware of resources available for students through the community.

Component 1d: Instruction Reflects State & National Expectations for Grade Level/Content Area				
<i>Element: Learning Activities, Instructional Materials, and Instructional Groups</i>				
LEVEL OF PERFORMANCE				
INSTRUCTION	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Learning activities are not suitable to students or instructional goals. They do not engage students in meaningful learning. Instructional groups offer no variety.	Only some of the learning activities are suitable to students or instructional goals. Some engage students in meaningful learning. Instructional groups offer minimal variety.	Most of the learning activities are suitable to students and instructional goals. Most engage students in meaningful learning. Instructional groups are varied and appropriate to different instructional groups.	Learning activities are highly relevant to students and instructional goals. They engage students in meaningful learning. Instructional groups are varied and appropriate to the different instructional goals.

Component 1e: Utilizes Student Data to Drive Instruction				
<i>Element: Congruence with Instructional Goals, Criteria & Standards, and Use for Planning</i>				
LEVEL OF PERFORMANCE				
ASSESSMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Content and methods of assessment lack congruence with instructional goals. There is not a clear criterion or standard. The assessment results affect planning for students only minimally.	Some of the instructional goals are assessed through the proposed approach, but the criteria are not clear or have not been clearly communicated to students. Teacher uses assessment results to plan for the class as a whole.	All the instructional goals are nominally assessed through the proposed plan. Assessment criteria standards are clear and have been clearly communicated to students. Teacher uses assessment results to plan for individuals and groups of students.	The proposed approach to assessment is completely congruent with the instructional goals. Assessment criteria are clear and have been clearly communicated to students. Students are aware of how they are meeting standards.

Component 2a: Creates an Environment of Respect and Rapport				
<i>Element: Teacher Interaction with Students and Student Interaction with Students</i>				
LEVEL OF PERFORMANCE				
INTERACTIONS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher and their interactions are characterized by conflict, sarcasm, or put-down.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher and do not demonstrate negative behavior toward one another.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher and for each other.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher and one another. Students demonstrate genuine caring for one another as individuals.

Component 2b: Establishes a Culture for Learning				
<i>Element: Expectations for Learning and Achievement</i>				
LEVEL OF PERFORMANCE				
EXPECTATIONS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Instructional goals and activities, interactions, and the classroom environment convey only minimal expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain (through planning of learning activities, interactions, and the classroom environment) high expectations for the learning of all students.

Component 2c: Manages Classroom Procedures

Element: Management of Instructional Groups, Management of Transitions, and Performance of Non-instructional Duties

LEVEL OF PERFORMANCE				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
GROUPS	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups are working independently and are productively engage at all times with students assuming responsibility for productivity.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
TIME ON TASK	Much time is lost during transitions.	Transitions are sporadically efficient resulting in some loss of instructional time.	Transitions occur smoothly with little loss of instructional time.	Transitions are smooth with students assuming some responsibility for efficient operation.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
NON-INSTRUCTIONAL DUTIES	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established with students assuming responsibility for efficient operations.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Component 2d: Manages Student Behavior				
<i>Element: Expectations/Standards of Student Behavior and Responses to Student Misbehavior</i>				
LEVEL OF PERFORMANCE				
BEHAVIOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	No standards of conduct appear to have been established or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
RESPONSE	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results. No serious disruptive behavior occurs.	Teacher response to student misbehavior is appropriate and successful and respects the student's dignity. Student behavior is generally appropriate.	Teacher response to student misbehavior is highly effective and sensitive to individual needs. Student behavior is appropriate.

Component 2e: Organizes Classroom to Optimize Student Learning				
<i>Element: Safety and Arrangement of Furniture and Accessibility to Learning</i>				
LEVEL OF PERFORMANCE				
ARRANGEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	The classroom is unsafe, or the furniture arrangement is not suited to the lesson's activities, or both. Learning is not accessible to some students.	The classroom is safe and furniture is adjusted for a lesson, or is necessary, a lesson is adjusted to the furniture, but with limited effectiveness. At least essential learning is accessible to all students.	The classroom is safe and the furniture arrangement is a resource for learning activities. All learning is equally accessible to all students.	The classroom is safe and students adjust the furniture to advance their own purposes in learning. All learning is accessible to all students.

Component 2f: Exhibits Relational Capacity with Students				
<i>Element: The Ability to Establish and Build Positive Working Relationships</i>				
LEVEL OF PERFORMANCE				
RELATIONSHIP	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Teacher has not demonstrated the ability to make a positive and personal connection with students. There is a disconnect and little effort on the teacher's part.	Teacher is working toward making a positive and personal connection with students.	Teacher has demonstrated the ability to make a positive and personal connection with students.	Teacher has demonstrated the ability to make a positive and personal connection with each student. Through a positive connection, a significant change in the behavior of students is achieved.

Component 3a: Communicates Clearly and Accurately				
<i>Element: Oral and Written Directions and Procedures</i>				
LEVEL OF PERFORMANCE				
DIRECTIONS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Teacher directions and procedures are confusing to students. Spoken or written language may contain many grammar and syntax errors.	Teacher directions and procedures are clarified after initial student confusion. Directions and procedures are excessively detailed. Teacher's spoken and written language is clear and correct.	Teacher directions and procedures are clear to students and contain an appropriate level of detail. Teacher's spoken and written language is clear and correct.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding. Teacher's spoken and written language is correct and expressive.

Component 3b: Utilizes Discussion Techniques and Checks for Understanding				
<i>Element: Discussion Techniques</i>				
LEVEL OF PERFORMANCE				
DISCUSSION	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Interaction between teacher and students is predominately recitation style with teacher mediating all questions and answers.	Teacher attempts to engage all students in the discussion, but with only limited success.	Most of teacher's questions are of high quality, successfully engaging all students in the discussion, with teacher stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and formulating many questions.

Component 3c: Engages Students in Learning				
<i>Element: Representation of Content, Assignments & Activities, and Structure & Pacing</i>				
LEVEL OF PERFORMANCE				
CONTENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Representation of content is inappropriate and unclear or uses poor examples and analogies. Activities and assignments are inappropriate for students.	Representation of content is inconsistent in quality. Some is done skillfully, with good examples. Other portions are difficult to follow. Some assignments and activities are inappropriate.	Representation of content is appropriate and links well with students' knowledge and experience. Most activities and assignments are appropriate.	Representation of content is appropriate and links well with students' knowledge and experience. All students are cognitively engaged in the activities and assignments.

Component 3d: Provides Feedback to Students				
<i>Element: Timeliness</i>				
LEVEL OF PERFORMANCE				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
TIME	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of feedback in their learning.

Component 3e: Demonstrates Flexibility and Responsiveness				
<i>Element: Lesson Adjustment</i>				
LEVEL OF PERFORMANCE				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
LESSON	Teacher adheres rigidly to an instructional plan even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson with mixed results.	Teacher makes a minor adjustment to a lesson. The adjustment occurs smoothly and accommodates students' questions or interests.	Teacher successfully makes a major adjustment to a lesson and seizes the opportunity to enhance learning, building on a spontaneous event.

Component 3f: Utilizes Curriculum Continuity and Alignment				
<i>Element: Clear understanding of the curriculum objectives or benchmarks</i>				
LEVEL OF PERFORMANCE				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
CURRICULUM	There is little or no evidence of the coverage or teaching of state approved curriculum.	Coverage of state approved curriculum is evident, however continuity is minimal and the depth required for student mastery is sometimes lacking.	Curriculum continuity and alignment are evident. The teacher demonstrates a clear understanding of the state approved curriculum and has developed lessons to assure student mastery.	Curriculum continuity, alignment, and student mastery are evident. The teacher serves as a leader in curriculum evaluation and improvement. This teacher/mentor also provides other instructors with assistance in lesson development and enhanced curriculum coverage.

Component 3g: Integrates Appropriate Technology

Element: Evidence of technology integration in all appropriate lessons.

LEVEL OF PERFORMANCE				
TECHNOLOGY	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Little or no use of technology as a teaching tool is evident. The teacher demonstrates no understanding of available technology and has made no attempt to utilize available training when offered.	An understanding of available technology is evident. Integration of technology throughout lessons is sporadic. Consistency of technology integration needs improvement.	Technology is used as a teaching/learning tool on a regular basis. District technology objectives are taught or reinforced regularly. Chosen technology is appropriate for the lesson and level of student in the classroom.	Technology integration is evident in all appropriate lessons. The use of technology by students is automatic and appropriate. This instructor assists other staff members with the use of technology and provides training when possible.

Component 4a: Reflects on Teaching				
<i>Element: Accuracy and Use in Future Teaching</i>				
LEVEL OF PERFORMANCE				
REFLECTION	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Teacher does not know if a lesson was effective or achieved its goals. Teacher profoundly misjudges the success of a lesson and has no suggestions for how the lesson may be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met. Teacher makes general suggestions as to how the lesson may be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can make a few suggestions as to how the lesson may be improved.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals. Drawing on an extensive repertoire of skills, teacher offers specific alternatives.

Component 4b: Maintains Accurate Records				
<i>Element: Student Completion of Assignments and Progress in Learning</i>				
LEVEL OF PERFORMANCE				
RECORDS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Teacher's system for maintaining information on student completion of assignments and student progress is in disarray.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is only partially effective.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is effective.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is fully effective. Students participate in maintaining records based on their age.

Component 4c: Communicates with Families

Element: Information About the Instructional Program, Individual Student's Progress, and Engagement of Families in the Instructional Program

LEVEL OF PERFORMANCE				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
PROGRAM	Teacher provides little information about the instructional program to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides frequent information to parents, as appropriate, about the instructional program.	Teacher provides frequent information to parents, as appropriate, about the instructional program. Students may participate in preparing materials.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
STUDENTS	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
PARENTS	Teacher makes no attempt to engage families in the instructional program or such attempts are inappropriate.	Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.

Component 4d: Contributes to the School and District				
<i>Element: Relationship with Colleagues and Participation in School Events & District Projects</i>				
LEVEL OF PERFORMANCE				
COLLEAGUES	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Teacher's relationships with colleagues are negative or self-serving	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues.
SERVICE	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Teacher avoids becoming involved in school events and district projects.	Teacher participates in school events and district projects when specifically asked to participate.	Teacher volunteers to participate in school events and district projects, making a substantial contribution.	Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assumes a leadership role.

Component 4e: Professional Responsibilities				
<i>Element: Enhancement of Content Knowledge and Service to the Profession</i>				
LEVEL OF PERFORMANCE				
KNOWLEDGE	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Teacher engages in no collaboration with colleagues to enhance knowledge or skill.	Teacher participates in collaboration with colleagues to a limited extent when it is convenient to enhance knowledge or skill.	Teacher seeks out opportunities for collaboration with colleagues to enhance content knowledge and skill.	Teacher seeks out opportunities for collaboration with colleagues and makes a systematic attempt to utilize collaborative outcomes in the classroom
ASSESSMENTS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Teacher makes no effort to use approved common assessments.	Teacher uses approved common assessments.	Teacher uses and is actively involved in creating and/or modifying approved common assessments.	Teacher is actively involved in the entire process of creating, modifying, and facilitating approved common assessments, as well as analyzing and utilizing the data to drive instruction.
INTERVENTION	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Teacher makes no effort to utilize the approved intervention model.	Teacher finds limited ways to utilize the approved intervention model.	Teacher actively utilizes the approved intervention model.	Teacher utilizes the approved intervention model to its fullest potential by actively documenting and participating in all levels of the model.

Component 4f: Shows Professionalism				
<i>Element: Service To and For Students</i>				
LEVEL OF PERFORMANCE				
ADVOCACY	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Teacher is not alert to students' needs. Teacher contributes to school practices that result in some students being ill-served by the school.	Teacher's attempts to serve students are inconsistent. Teacher does not knowingly contribute to some students being ill-served by the school.	Teacher is moderately active in serving students. Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed. Teacher will also contribute to the overall good of the school by assisting in items such as proctoring standardized tests.	Teacher is highly proactive in serving students. Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher will also contribute to the overall good of the school by assisting in items such as proctoring standardized tests and supervising throughout the school day outside the classroom.

Component 4g: Utilizes Professional Development and Training				
<i>Element: Implementation of Skills Obtained from Development</i>				
LEVEL OF PERFORMANCE				
PROFESSIONAL DEVELOPMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	The teacher is rarely in attendance on professional development days. When present, little interest or input is evident. The teacher uses professional development and/or training time for other activities such as reading or correcting papers.	The teacher is in regular attendance at professional development and training activities. However, limited interest or input is exhibited. Though this staff member attends for the required amount of time all staff development activities, little or no evidence of carryover or applied practice in the classroom is evident.	Staff member is actively involved throughout staff development or training activities. This staff member's creativity and willingness to work with others improves the quality of the program and benefit derived. Implementation of skills obtained from development and train activities is evident in the classroom.	Staff member is actively involved in the training of others. Due to this staff ember's commitment to professional development they regularly attend in and out of district training opportunities and share valuable skills learned with others.

Component 4h: Participates in School Improvement Process

Element: Implementation of School Improvement Strategies

LEVEL OF PERFORMANCE

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
SCHOOL IMPROVEMENT	The teacher does not support the school improvement process. No attempt is made to participate on committees. Selected goals and strategies are not implemented within the classroom.	The teacher supports and participates in all school improvement activities. Selected goals and strategies are implemented sporadically; however, little emphasis is placed on the attainment and documentation of these goals.	This teacher is actively involved in the school improvement process. This teacher serves as a leader in group activities and continually strives for improvement in their classroom and in the building as a whole. This teacher implements fully all goals and strategies that have been selected by the building staff.	This teacher serves as a building or target area goal chairperson. This teacher regularly serves on school improvement teams that visit and evaluate other schools. Documented school improvement is a result of the hard work of these individuals.

Component 5a: Student Achievement Growth

Element: Monitors and Demonstrates Increase in Student Achievement

LEVEL OF PERFORMANCE

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
ACHIEVEMENT	Teacher shows no indication of student achievement growth using any measurement provided in the approved dashboard.	Teacher shows minimal indication of student achievement growth using one measurement provided in the approved dashboard.	Teacher shows indication of student achievement growth using 2 or 3 measurements provided in the approved dashboard.	Teacher shows indication of student achievement growth using more than 3 measurements provided in the approved dashboard.