

1a – Demonstrating Knowledge of Content and Pedagogy

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <input type="checkbox"/> The teacher makes content errors. <input type="checkbox"/> The teacher does not consider prerequisite relationships when planning. <input type="checkbox"/> The teacher’s plans use inappropriate strategies for the discipline. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher’s understanding of the discipline is rudimentary. <input type="checkbox"/> The teacher’s knowledge of prerequisite relationships is inaccurate or incomplete. <input type="checkbox"/> Lesson and unit plans use limited instructional strategies, and some are not suitable to the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher can identify important concepts of the discipline and their relationships to one another. <input type="checkbox"/> The teacher provides clear explanations of the content. <input type="checkbox"/> The teacher answers students’ questions accurately and provides feedback that furthers their learning. <input type="checkbox"/> Instructional strategies in unit and lesson plans are entirely suitable to the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher cites intra- and interdisciplinary content relationships. <input type="checkbox"/> The teacher’s plans demonstrate awareness of possible student misconceptions and how they can be addressed. <input type="checkbox"/> The teacher’s plans reflect recent developments in content-related pedagogy.
<p>Comments: Click here to enter text.</p>			

1b – Demonstrating Knowledge of Students

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <input type="checkbox"/> The teacher does not understand child development characteristics and has unrealistic expectations for students. <input type="checkbox"/> The teacher does not try to ascertain varied ability levels among students in the class. <input type="checkbox"/> The teacher is not aware of students’ interests or cultural heritages. <input type="checkbox"/> The teacher takes no responsibility to learn about students’ medical or learning disabilities. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher cites developmental theory but does not seek to integrate it into lesson planning. <input type="checkbox"/> The teacher is aware of the different ability levels in the class but tends to teach to the “whole group.” <input type="checkbox"/> The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. <input type="checkbox"/> The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher knows, for groups of students, their levels of cognitive development. <input type="checkbox"/> The teacher is aware of the different cultural groups in the class. <input type="checkbox"/> The teacher has a good idea of the range of interests of students in the class. <input type="checkbox"/> The teacher has identified “high,” “medium,” and “low” groups of students within the class. <input type="checkbox"/> The teacher is well informed about students’ cultural heritages and incorporates this knowledge in lesson planning. <input type="checkbox"/> The teacher is aware of the special needs represented by students in the class. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher uses ongoing methods to assess students’ skill levels and designs instruction accordingly. <input type="checkbox"/> The teacher seeks out information from all students about their cultural heritages. <input type="checkbox"/> The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
<p>Comments: Click here to enter text.</p>			

1c – Setting Instructional Outcomes

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <input type="checkbox"/> Outcomes lack rigor. <input type="checkbox"/> Outcomes do not represent important learning in the discipline. <input type="checkbox"/> Outcomes are not clear or are stated as activities. <input type="checkbox"/> Outcomes are not suitable for many students in the class. 	<ul style="list-style-type: none"> <input type="checkbox"/> Outcomes represent a mixture of low expectations and rigor. <input type="checkbox"/> Some outcomes reflect important learning in the discipline. <input type="checkbox"/> Outcomes are suitable for most of the class. 	<ul style="list-style-type: none"> <input type="checkbox"/> Outcomes represent high expectations and rigor. <input type="checkbox"/> Outcomes are related to “big ideas” of the discipline. <input type="checkbox"/> Outcomes are written in terms of what students will learn rather than do. <input type="checkbox"/> Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. <input type="checkbox"/> Outcomes, differentiated where necessary, are suitable to groups of students in the class. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher’s plans reference curricular frameworks or blueprints to ensure accurate sequencing. <input type="checkbox"/> The teacher connects outcomes to previous and future learning. <input type="checkbox"/> Outcomes are differentiated to encourage individual students to take educational risks.
<p>Comments: Click here to enter text.</p>			

1d – Demonstrating Knowledge of Resources

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<ul style="list-style-type: none"> <input type="checkbox"/> The teacher uses only district-provided materials, even when more variety would assist some students. <input type="checkbox"/> The teacher does not seek out resources available to expand her own skill. <input type="checkbox"/> Although the teacher is aware of some student needs, he does not inquire about possible resources. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher uses materials in the school library but does not search beyond the school for resources. <input type="checkbox"/> The teacher participates in content-area workshops offered by the school but does not pursue other professional development. <input type="checkbox"/> The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues. 	<ul style="list-style-type: none"> <input type="checkbox"/> Texts are at varied levels. <input type="checkbox"/> Texts are supplemented by guest speakers and field experiences. <input type="checkbox"/> The teacher facilitates the use of Internet resources. <input type="checkbox"/> Resources are multidisciplinary. <input type="checkbox"/> The teacher expands her knowledge through professional learning groups and organizations. <input type="checkbox"/> The teacher pursues options offered by universities. <input type="checkbox"/> The teacher provides lists of resources outside the classroom for students to draw on. 	<ul style="list-style-type: none"> <input type="checkbox"/> Texts are matched to student skill level. <input type="checkbox"/> The teacher has ongoing relationships with colleges and universities that support student learning. <input type="checkbox"/> The teacher maintains a log of resources for student reference. <input type="checkbox"/> The teacher pursues apprenticeships to increase discipline knowledge. <input type="checkbox"/> The teacher facilitates student contact with resources outside the classroom.
<p>Comments: Click here to enter text.</p>			

1e – Designing Coherent Instruction

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <input type="checkbox"/> Learning activities are boring and/or not well aligned to the instructional goals. <input type="checkbox"/> Materials are not engaging or do not meet instructional outcomes. <input type="checkbox"/> Instructional groups do not support learning. <input type="checkbox"/> Lesson plans are not structured or sequenced and are unrealistic in their expectations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning activities are moderately challenging. <input type="checkbox"/> Learning resources are suitable, but there is limited variety. <input type="checkbox"/> Instructional groups are random, or they only partially support objectives. <input type="checkbox"/> Lesson structure is uneven or may be unrealistic about time expectations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning activities are matched to instructional outcomes. <input type="checkbox"/> Activities provide opportunity for higher-level thinking. <input type="checkbox"/> The teacher provides a variety of appropriately challenging materials and resources. <input type="checkbox"/> Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. <input type="checkbox"/> The plan for the lesson or unit is well structured, with reasonable time allocations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Activities permit student choice. <input type="checkbox"/> Learning experiences connect to other disciplines. <input type="checkbox"/> The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. <input type="checkbox"/> Lesson plans differentiate for individual student needs.
<p>Comments: Click here to enter text.</p>			

1f – Designing Student Assessments

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <input type="checkbox"/> Assessments do not match instructional outcomes. <input type="checkbox"/> Assessments lack criteria. <input type="checkbox"/> No formative assessments have been designed. <input type="checkbox"/> Assessment results do not affect future plans. 	<ul style="list-style-type: none"> <input type="checkbox"/> Only some of the instructional outcomes are addressed in the planned assessments. <input type="checkbox"/> Assessment criteria are vague. <input type="checkbox"/> Plans refer to the use of formative assessments, but they are not fully developed. <input type="checkbox"/> Assessment results are used to design lesson plans for the whole class, not individual students. 	<ul style="list-style-type: none"> <input type="checkbox"/> All the learning outcomes have a method for assessment. <input type="checkbox"/> Assessment types match learning expectations. <input type="checkbox"/> Plans indicate modified assessments when they are necessary for some students. <input type="checkbox"/> Assessment criteria are clearly written. <input type="checkbox"/> Plans include formative assessments to use during instruction. <input type="checkbox"/> Lesson plans indicate possible adjustments based on formative assessment data. 	<ul style="list-style-type: none"> <input type="checkbox"/> Assessments provide opportunities for student choice. <input type="checkbox"/> Students participate in designing assessments for their own work. <input type="checkbox"/> Teacher-designed assessments are authentic, with real-world application as appropriate. <input type="checkbox"/> Students develop rubrics according to teacher-specified learning objectives. <input type="checkbox"/> Students are actively involved in collecting information from formative assessments and provide input.
<p>Comments: Click here to enter text.</p>			

2a – Creating an Environment of Respect and Rapport

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <input type="checkbox"/> The teacher is disrespectful toward students or insensitive to students’ ages, cultural backgrounds, and developmental levels. <input type="checkbox"/> Students’ body language indicates feelings of hurt, discomfort, or insecurity. <input type="checkbox"/> The teacher displays no familiarity with, or caring about, individual students. <input type="checkbox"/> The teacher disregards disrespectful interactions among students. 	<ul style="list-style-type: none"> <input type="checkbox"/> The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. <input type="checkbox"/> The teacher attempts to respond to disrespectful behavior among students, with uneven results. <input type="checkbox"/> The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. 	<ul style="list-style-type: none"> <input type="checkbox"/> Talk between the teacher and students and among students is uniformly respectful. <input type="checkbox"/> The teacher successfully responds to disrespectful behavior among students. <input type="checkbox"/> Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. <input type="checkbox"/> The teacher makes general connections with individual students. <input type="checkbox"/> Students exhibit respect for the teacher. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher demonstrates knowledge and caring about individual students’ lives beyond the class and school. <input type="checkbox"/> There is no disrespectful behavior among students. <input type="checkbox"/> When necessary, students respectfully correct one another. <input type="checkbox"/> Students participate without fear of put-downs or ridicule from either the teacher or other students. <input type="checkbox"/> The teacher respects and encourages students’ efforts.
<p>Comments: Click here to enter text.</p>			

2b – Establishing a Culture for Learning

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <input type="checkbox"/> The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. <input type="checkbox"/> The teacher conveys to at least some students that the work is too challenging for them. <input type="checkbox"/> Students exhibit little or no pride in their work. <input type="checkbox"/> Students use language incorrectly; the teacher does not correct them. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher’s energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. <input type="checkbox"/> The teacher conveys high expectations for only some students. <input type="checkbox"/> Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an “easy path.” <input type="checkbox"/> The teacher’s primary concern appears to be to complete the task at hand. <input type="checkbox"/> The teacher urges, but does not insist, that students use precise language. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. <input type="checkbox"/> The teacher demonstrates a high regard for students’ abilities. <input type="checkbox"/> The teacher conveys an expectation of high levels of student effort. <input type="checkbox"/> Students expend good effort to complete work of high quality. <input type="checkbox"/> The teacher insists on precise use of language by students. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher communicates passion for the subject. <input type="checkbox"/> The teacher conveys the satisfaction that accompanies a deep understanding of complex content. <input type="checkbox"/> Students indicate through their questions and comments a desire to understand the content. <input type="checkbox"/> Students assist their classmates in understanding the content. <input type="checkbox"/> Students take initiative in improving the quality of their work. <input type="checkbox"/> Students correct one another in their use of language.
<p>Comments: Click here to enter text.</p>			

2c – Managing Classroom Procedures

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <input type="checkbox"/> Students not working with the teacher are not productively engaged. <input type="checkbox"/> Transitions are disorganized, with much loss of instructional time. <input type="checkbox"/> There do not appear to be any established procedures for distributing and collecting materials. <input type="checkbox"/> A considerable amount of time is spent off task because of unclear procedures. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students not working directly with the teacher are only partially engaged. <input type="checkbox"/> Procedures for transitions seem to have been established, but their operation is not smooth. <input type="checkbox"/> There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. <input type="checkbox"/> Classroom routines function unevenly. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are productively engaged during small-group or independent work. <input type="checkbox"/> Transitions between large- and small-group activities are smooth. <input type="checkbox"/> Routines for distribution and collection of materials and supplies work efficiently. <input type="checkbox"/> Classroom routines function smoothly. 	<ul style="list-style-type: none"> <input type="checkbox"/> With minimal prompting by the teacher, students ensure that their time is used productively. <input type="checkbox"/> Students take initiative in distributing and collecting materials efficiently. <input type="checkbox"/> Students themselves ensure that transitions and other routines are accomplished smoothly.
<p>Comments: Click here to enter text.</p>			

2d – Managing Student Behavior

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <input type="checkbox"/> The classroom environment is chaotic, with no standards of conduct evident. <input type="checkbox"/> The teacher does not monitor student behavior. <input type="checkbox"/> Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. <input type="checkbox"/> The teacher attempts to keep track of student behavior, but with no apparent system. <input type="checkbox"/> The teacher’s response to student misbehavior is inconsistent: sometimes harsh, other times lenient. 	<ul style="list-style-type: none"> <input type="checkbox"/> Standards of conduct appear to have been established and implemented successfully. <input type="checkbox"/> Overall, student behavior is generally appropriate. <input type="checkbox"/> The teacher frequently monitors student behavior. <input type="checkbox"/> The teacher’s response to student misbehavior is effective. 	<ul style="list-style-type: none"> <input type="checkbox"/> Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. <input type="checkbox"/> The teacher silently and subtly monitors student behavior. <input type="checkbox"/> Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.
<p>Comments: Click here to enter text.</p>			

2e – Organizing Physical Space

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <input type="checkbox"/> There are physical hazards in the classroom, endangering student safety. <input type="checkbox"/> Many students can’t see or hear the teacher or see the board. <input type="checkbox"/> Available technology is not being used even if it is available and its use would enhance the lesson. 	<ul style="list-style-type: none"> <input type="checkbox"/> The physical environment is safe, and most students can see and hear the teacher or see the board. <input type="checkbox"/> The physical environment is not an impediment to learning but does not enhance it. <input type="checkbox"/> The teacher makes limited use of available technology and other resources. 	<ul style="list-style-type: none"> <input type="checkbox"/> The classroom is safe, and all students are able to see and hear the teacher or see the board. <input type="checkbox"/> The classroom is arranged to support the instructional goals and learning activities. <input type="checkbox"/> The teacher makes appropriate use of available technology. 	<ul style="list-style-type: none"> <input type="checkbox"/> Modifications are made to the physical environment to accommodate students with special needs. <input type="checkbox"/> There is total alignment between the learning activities and the physical environment. <input type="checkbox"/> Students take the initiative to adjust the physical environment. <input type="checkbox"/> The teacher and students make extensive and imaginative use of available technology.
<p>Comments: Click here to enter text.</p>			

3a – Communicating with Students

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <input type="checkbox"/> At no time during the lesson does the teacher convey to students what they will be learning. <input type="checkbox"/> Students indicate through body language or questions that they don't understand the content being presented. <input type="checkbox"/> The teacher makes a serious content error that will affect students' understanding of the lesson. <input type="checkbox"/> Students indicate through their questions that they are confused about the learning task. <input type="checkbox"/> The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. <input type="checkbox"/> The teacher's vocabulary is inappropriate to the age or culture of the students. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher provides little elaboration or explanation about what the students will be learning. <input type="checkbox"/> The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. <input type="checkbox"/> The teacher makes no serious content errors but may make minor ones. <input type="checkbox"/> The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. <input type="checkbox"/> The teacher must clarify the learning task so students can complete it. <input type="checkbox"/> The teacher's vocabulary and usage are correct but unimaginative. <input type="checkbox"/> When the teacher attempts to explain academic vocabulary, it is only partially successful. <input type="checkbox"/> The teacher's vocabulary is too advanced, or too juvenile, for students. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher states clearly, at some point during the lesson, what the students will be learning. <input type="checkbox"/> The teacher's explanation of content is clear and invites student participation and thinking. <input type="checkbox"/> The teacher makes no content errors. <input type="checkbox"/> The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. <input type="checkbox"/> Students engage with the learning task, indicating that they understand what they are to do. <input type="checkbox"/> If appropriate, the teacher models the process to be followed in the task. <input type="checkbox"/> The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. <input type="checkbox"/> The teacher's vocabulary is appropriate to students' ages and levels of development. 	<ul style="list-style-type: none"> <input type="checkbox"/> If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. <input checked="" type="checkbox"/> The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. <input type="checkbox"/> The teacher points out possible areas for misunderstanding. <input type="checkbox"/> The teacher invites students to explain the content to their classmates. <input type="checkbox"/> Students suggest other strategies they might use in approaching a challenge or analysis. <input type="checkbox"/> The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. <input type="checkbox"/> Students use academic language correctly.
<p>Comments: Click here to enter text.</p>			

3b – Using Questioning and Discussion Techniques

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <input type="checkbox"/> Questions are rapid-fire and convergent, with a single correct answer. <input type="checkbox"/> Questions do not invite student thinking. <input type="checkbox"/> All discussion is between the teacher and students; students are not invited to speak directly to one another. <input type="checkbox"/> The teacher does not ask students to explain their thinking. <input type="checkbox"/> Only a few students dominate the discussion. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. <input type="checkbox"/> The teacher invites students to respond directly to one another’s ideas, but few students respond. <input type="checkbox"/> The teacher calls on many students, but only a small number actually participate in the discussion. <input type="checkbox"/> The teacher asks students to explain their reasoning, but only some students attempt to do so. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. <input type="checkbox"/> The teacher makes effective use of wait time. <input type="checkbox"/> Discussions enable students to talk to one another without ongoing mediation by the teacher. <input type="checkbox"/> The teacher calls on most students, even those who don’t initially volunteer. <input type="checkbox"/> Many students actively engage in the discussion. <input type="checkbox"/> The teacher asks students to justify their reasoning, and most students attempt to do so. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students initiate higher-order questions. <input type="checkbox"/> The teacher builds on and uses student responses to questions in order to deepen student understanding. <input type="checkbox"/> Students extend the discussion, enriching it. <input type="checkbox"/> Students invite comments from their classmates during a discussion and challenge one another’s thinking. <input type="checkbox"/> Virtually all students are engaged in the discussion.
<p>Comments: Click here to enter text.</p>			

3c – Engaging Students in Learning

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <input type="checkbox"/> Few students are intellectually engaged in the lesson. <input type="checkbox"/> Learning tasks/activities and materials require only recall or have a single correct response or method. <input type="checkbox"/> Instructional materials used are unsuitable to the lesson and/or the students. <input type="checkbox"/> The lesson drags or is rushed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some students are intellectually engaged in the lesson. <input type="checkbox"/> Learning tasks are a mix of those requiring thinking and those requiring recall. <input type="checkbox"/> Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. <input type="checkbox"/> Few of the materials and resources require student thinking or ask students to explain their thinking. <input type="checkbox"/> The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. 	<ul style="list-style-type: none"> <input type="checkbox"/> Most students are intellectually engaged in the lesson. <input type="checkbox"/> Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. <input type="checkbox"/> Students are invited to explain their thinking as part of completing tasks. <input type="checkbox"/> Materials and resources require intellectual engagement, as appropriate. <input type="checkbox"/> The pacing of the lesson provides students the time needed to be intellectually engaged. 	<ul style="list-style-type: none"> <input type="checkbox"/> Virtually all students are intellectually engaged in the lesson. <input type="checkbox"/> Lesson activities require high-level student thinking and explanations of their thinking. <input type="checkbox"/> Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. <input type="checkbox"/> Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

Comments: [Click here to enter text.](#)

3d – Using Assessment in Instruction

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <input type="checkbox"/> The teacher gives no indication of what high-quality work looks like. <input type="checkbox"/> The teacher makes no effort to determine whether students understand the lesson. <input type="checkbox"/> Students receive no feedback, or feedback is global or directed to only one student. <input type="checkbox"/> The teacher does not ask students to evaluate their own or classmates' work. <input type="checkbox"/> The teacher makes no attempt to adjust the lesson in response to student confusion. 	<ul style="list-style-type: none"> <input type="checkbox"/> There is little evidence that the students understand how their work will be evaluated. <input type="checkbox"/> The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. <input type="checkbox"/> Feedback to students is vague and not oriented toward future improvement of work. <input type="checkbox"/> The teacher makes only minor attempts to engage students in self- or peer assessment. <input type="checkbox"/> The teacher's attempts to adjust the lesson are partially successful. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher makes the standards of high-quality work clear to students. <input type="checkbox"/> The teacher elicits evidence of student understanding. <input type="checkbox"/> Students are invited to assess their own work and make improvements; most of them do so. <input type="checkbox"/> Feedback includes specific and timely guidance, at least for groups of students. <input type="checkbox"/> When improvising becomes necessary, the teacher makes adjustments to the lesson. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. <input type="checkbox"/> The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. <input type="checkbox"/> Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. <input type="checkbox"/> High-quality feedback comes from many sources, including students; it is specific and focused on improvement. <input type="checkbox"/> The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.

Comments: [Click here to enter text.](#)

3e – Demonstrating Flexibility and Responsiveness

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<ul style="list-style-type: none"> <input type="checkbox"/> The teacher ignores indications of student boredom or lack of understanding. <input type="checkbox"/> The teacher brushes aside students' questions. <input type="checkbox"/> The teacher conveys to students that when they have difficulty learning, it is their fault. <input type="checkbox"/> In reflecting on practice, the teacher does not indicate that it is important to reach all students. <input type="checkbox"/> The teacher makes no attempt to adjust the lesson in response to student confusion. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson. <input type="checkbox"/> The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them. <input type="checkbox"/> In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so. <input type="checkbox"/> The teacher's attempts to adjust the lesson are partially successful. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher incorporates students' interests and questions into the heart of the lesson. <input type="checkbox"/> The teacher conveys to students that she has other approaches to try when the students experience difficulty. <input type="checkbox"/> In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. <input type="checkbox"/> When improvising becomes necessary, the teacher makes adjustments to the lesson. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher seizes on a teachable moment to enhance a lesson. <input type="checkbox"/> The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use. <input type="checkbox"/> In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students. <input type="checkbox"/> The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.
<p>Comments: Click here to enter text.</p>			

4a – Reflecting on Teaching

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <input type="checkbox"/> The teacher considers the lesson but draws incorrect conclusions about its effectiveness. <input type="checkbox"/> The teacher makes no suggestions for improvement. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher has a general sense of whether or not instructional practices were effective. <input type="checkbox"/> The teacher offers general modifications for future instruction. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher accurately assesses the effectiveness of instructional activities used. <input type="checkbox"/> The teacher identifies specific ways in which a lesson might be improved. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. <input type="checkbox"/> The teacher's suggestions for improvement draw on an extensive repertoire.
<p>Comments: Click here to enter text.</p>			

4b – Maintaining Accurate Records

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <input type="checkbox"/> There is no system for either instructional or non-instructional records. <input type="checkbox"/> Record-keeping systems are in disarray and provide incorrect or confusing information. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information. <input type="checkbox"/> The teacher’s process for tracking student progress is cumbersome to use. <input type="checkbox"/> The teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher’s process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. <input type="checkbox"/> The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they’re progressing. <input type="checkbox"/> The teacher’s process for recording non-instructional information is both efficient and effective. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students contribute to and maintain records indicating completed and outstanding work assignments. <input type="checkbox"/> Students contribute to and maintain data files indicating their own progress in learning. <input type="checkbox"/> Students contribute to maintaining non-instructional records for the class.
<p>Comments: Click here to enter text.</p>			

4c – Communicating with Families

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <input type="checkbox"/> Little or no information regarding the instructional program is available to parents. <input type="checkbox"/> Families are unaware of their children’s progress. <input type="checkbox"/> Family engagement activities are lacking. <input type="checkbox"/> There is some culturally inappropriate communication. 	<ul style="list-style-type: none"> <input type="checkbox"/> School- or district-created materials about the instructional program are sent home. <input type="checkbox"/> The teacher sends home infrequent or incomplete information about the instructional program. <input type="checkbox"/> The teacher maintains a school-required gradebook but does little else to inform families about student progress. <input type="checkbox"/> Some of the teacher’s communications are inappropriate to families’ cultural norms. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher regularly makes information about the instructional program available. <input type="checkbox"/> The teacher regularly sends home information about student progress. <input type="checkbox"/> The teacher develops activities designed to engage families successfully and appropriately in their children’s learning. <input type="checkbox"/> Most of the teacher’s communications are appropriate to families’ cultural norms. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students regularly develop materials to inform their families about the instructional program. <input type="checkbox"/> Students maintain accurate records about their individual learning progress and frequently share this information with families. <input type="checkbox"/> Students contribute to regular and ongoing projects designed to engage families in the learning process. <input type="checkbox"/> All of the teacher’s communications are highly sensitive to families’ cultural norms.
<p>Comments: Click here to enter text.</p>			

4d – Participating in a Professional Community

Unsatisfactory	Basic	Proficient	Distinguished
<input type="checkbox"/> The teacher’s relationships with colleagues are characterized by negativity or combativeness. <input type="checkbox"/> The teacher purposefully avoids contributing to activities promoting professional inquiry. <input type="checkbox"/> The teacher avoids involvement in school activities and district and community projects.	<input type="checkbox"/> The teacher has cordial relationships with colleagues. <input type="checkbox"/> When invited, the teacher participates in activities related to professional inquiry. <input type="checkbox"/> When asked, the teacher participates in school activities, as well as district and community projects.	<input type="checkbox"/> The teacher has supportive and collaborative relationships with colleagues. <input type="checkbox"/> The teacher regularly participates in activities related to professional inquiry. <input type="checkbox"/> The teacher frequently volunteers to participate in school events and school district and community projects.	<input type="checkbox"/> The teacher takes a leadership role in promoting activities related to professional inquiry. <input type="checkbox"/> The teacher regularly contributes to and leads events that positively impact school life. <input type="checkbox"/> The teacher regularly contributes to and leads significant district and community projects.
<p>Comments: Click here to enter text.</p>			

4e – Growing and Developing Professionally

Unsatisfactory	Basic	Proficient	Distinguished
<input type="checkbox"/> The teacher is not involved in any activity that might enhance knowledge or skill. <input type="checkbox"/> The teacher purposefully resists discussing performance with supervisors or colleagues. <input type="checkbox"/> The teacher ignores invitations to join professional organizations or attend conferences.	<input type="checkbox"/> The teacher participates in professional activities when they are required or provided by the district. <input type="checkbox"/> The teacher reluctantly accepts feedback from supervisors and colleagues. <input type="checkbox"/> The teacher contributes in a limited fashion to professional organizations.	<input type="checkbox"/> The teacher seeks regular opportunities for continued professional development. <input type="checkbox"/> The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. <input type="checkbox"/> The teacher actively participates in organizations designed to contribute to the profession.	<input type="checkbox"/> The teacher seeks regular opportunities for continued professional development, including initiating action research. <input type="checkbox"/> The teacher actively seeks feedback from supervisors and colleagues. <input type="checkbox"/> The teacher takes an active leadership role in professional organizations in order to contribute to the profession.
<p>Comments: Click here to enter text.</p>			

4f – Showing Professionalism

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <input type="checkbox"/> The teacher is dishonest. <input type="checkbox"/> The teacher does not notice the needs of students. <input type="checkbox"/> The teacher engages in practices that are self-serving. <input type="checkbox"/> The teacher willfully rejects district regulations. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher is honest. <input type="checkbox"/> The teacher notices the needs of students but is inconsistent in addressing them. <input type="checkbox"/> The teacher does not notice that some school practices result in poor conditions for students. <input type="checkbox"/> The teacher makes decisions professionally but on a limited basis. <input type="checkbox"/> The teacher complies with district regulations. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher is honest and known for having high standards of integrity. <input type="checkbox"/> The teacher actively addresses student needs. <input type="checkbox"/> The teacher actively works to provide opportunities for student success. <input type="checkbox"/> The teacher willingly participates in team and departmental decision making. <input type="checkbox"/> The teacher complies completely with district regulations. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher is considered a leader in terms of honesty, integrity, and confidentiality. <input type="checkbox"/> The teacher is highly proactive in serving students. <input type="checkbox"/> The teacher makes a concerted effort to ensure opportunities are available for all students to be successful. <input type="checkbox"/> The teacher takes a leadership role in team and departmental decision making. <input type="checkbox"/> The teacher takes a leadership role regarding district regulations.
<p>Comments: Click here to enter text.</p>			