Framework For Teaching Danielson 2nd

	UNSATISFACTORY (INEFFECTIVE)	BASIC (MINUMNALLY EFFECTIVE)	PROFICIENT (EFFECTIVE)	DISTINGUISHED (HIGHLY EFFECTIVE)
	Domain 1: Planning & Preparation			
1a: Demonstrating Knowledge of Content and Pedagogy	**Structure** -In planning and practice, the teacher makes content errors or does not correct errors made by students. **Prerequisite** -Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. **Pedagogy-** Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	**Structure -** Teacher is familiar with the important concepts in the discipline, but may display a lack of awareness of how these concepts relate to one another. **Prerequisite -**Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. **Pedagogy-** Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable for the discipline or to the students.	**Structure** Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. **Prerequisite -**Teacher's plans and practice reflect an accurate understanding of prerequisite relationships among topics and concepts. **Pedagogy-** Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	**Structure** Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. **Prerequisite -**Teacher's plans and practices reflect an understanding of pre-requisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. **Pedagogy-** Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
1b: Demonstrating Knowledge of Students	**Child Development-** Teacher displays litt or no knowledge of the developmental characteristics of the age group. **Learning Process -** Teacher sees no value in understanding how students learn and does not seek such information. **Students' Skills Level -**Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable. **Students' Interests or Culture -**Teacher displays little or no knowledge of students interests or cultural heritage and does not indicate that such knowledge is valuable. **Students' Special Needs -** Teacher displa little or no understanding of students 'special learning or medical needs or why such knowledge is important.	**Child Development -** Teacher displays partial knowledge of the developmental characteristics of the age group. **Learning Process -** Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated. **Students' Skills Level -**Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency, but displays this knowledge only for the class as a whole. **Students' Interests or Culture -**Teacher recognizes the value of understanding the students' interests and cultural heritage, but displays this knowledge only for the class as a whole. **Students' Special Needs -** Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	**Child Development -** Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. **Learning Process -** Teacher's knowledge of how students learn is accurate and current. The teacher applies this knowledge to the class as a whole and to groups of students. **Students' Skills Level -**Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students. **Students' Interests or Culture -**Teacher recognizes the value of understanding the students' interests and cultural heritage and displays this knowledge for groups of students. **Students' Special Needs -** Teacher is aware of students' special learning and medical needs.	**Child Development -** In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns. **Learning Process -** Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students. **Students' Skills Level -**Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information **Students' Interests or Culture -**Teacher recognizes the value of understanding the students' interests and cultural heritage and displays this knowledge for individual students. **Students' Special Needs -** Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources

1c: **Setting Instructional**	**Value, Sequence, Alignment -**Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning. **Clarity -** Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment. **Balance -** Outcomes reflect only one type learning and only one discipline or strand. **Diverse Learners -** Outcomes are not suitable for the class or are not based on an assessment of student needs.	**Value, Sequence, Alignment -**Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning. **Clarity -** Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment. **Balance -** Outcomes reflect several types of learning, but the teacher has made no attempt at coordination or integration. **Diverse Learners -** Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning..	**Value, Sequence, Alignment -** Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning. **Clarity -** All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment. **Balance -** Outcomes reflect several different types of learning and opportunities for coordination. **Diverse Learners -** Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	**Value, Sequence, Alignment -** All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines. **Clarity -** All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. **Balance -** Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration. **Diverse Learners -** Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.
1d: **Demonstrating Knowledge of Resources**	**Classroom Resources -** Teacher is unaware of resources for classroom use available through the school or district. **Content Resources -** Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district. **Student Resources -** Teacher is unaware of resources for students available through the school or district.	**Classroom Resources -** Teacher displays awareness of resources available for classroom use through the school or district, but no knowledge of resources available more broadly. **Content Resources -** Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district, but no knowledge of resources available more broadly. **Student Resources -** Teacher displays awareness of resources for students available through the school or district, but no knowledge of resources available more broadly.	**Classroom Resources -** Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet. **Content Resources -** Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet. **Student Resources -** Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	**Classroom Resources -** Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. **Content Resources -** Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. **Student Resources -** Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.
1e: **Designing Coherent Instruction**	**Activities -** Learning activities are not suitable for students or to instructional outcomes and are not designed to engage students in the active intellectual activity. **Materials -** Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning. **Groups -** Instructional groups do not support the instructional outcomes and offer no variety. **Lesson/Unit Structure -** The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	**Activities -** Only some of the learning activities are suitable for students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students. **Materials -** Some of the materials and resources are suitable for students, support the instructional outcomes, and engage students in meaningful learning. **Groups -** Instructional groups partially support the instructional outcomes, with an effort at providing some variety. **Lesson/Unit Structure -** The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	**Activities -** All of the learning activities are suitable for students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students. **Materials -** All of the materials and resources are suitable for students, support the instructional outcomes, and are designed to engage students in meaningful learning. **Groups -** Instructional groups are varied as appropriate to the students and the different instructional outcomes. **Lesson/Unit Structure -** The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	**Activities -** Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. **Materials -** All of the materials and resources are suitable for students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and student participation in selecting or adapting materials. **Groups -** Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups. **Lesson/Unit Structure -** The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is

				highly coherent.

	UNSATISFACTORY (INEFFECTIVE)	BASIC (MINUMNALLY EFFECTIVE)	PROFICIENT (EFFECTIVE)	DISTINGUISHED (HIGHLY EFFECTIVE)
1f: Designing Student Assessments	**Instructional Outcomes -** Assessment procedures are not congruent with instructional outcomes. **State Standards -** Proposed approach contains no criteria or standards. **Formative Assessments -** Teacher has no plan to incorporate formative assessment in the lesson or unit. **Planning -** Teacher has no plans to use assessment results in designing future instruction.	**Instructional Outcomes -** Some of the instructional outcomes are assessed through the proposed approach, but many are not. **State Standards -** Assessment criteria and standards have been developed, but they are not clear. **Formative Assessments -** Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. **Planning -** Teacher plans to use assessment results to plan for future instruction for the class as a whole.	**Instructional Outcomes -** All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students. **State Standards -** Assessment criteria and standards are clear. **Formative Assessments -** Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. **Planning -** Teacher plans to use assessment results to plan for future instruction for groups of students.	**Instructional Outcomes -** Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed. **State Standards -** Assessment criteria and standards are clear; there is evidence that the students contributed to their development. **Formative Assessments -** Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. **Planning -** Teacher plans to use assessment results to plan future instruction for individual students.

		Domain 2: The Classroom Environment		
	UNSATISFACTORY (INEFFECTIVE)	**BASIC (MINUMNALLY EFFECTIVE)**	**PROFICIENT (EFFECTIVE)**	**DISTINGUISHED (HIGHLY EFFECTIVE)**
2a: Creating an environment of respect and rapport	**Teacher/students interaction-** 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 the teacher. **Student/student interaction -** Student interactions are characterized by conflict, sarcasm, or put-downs.	**Teacher/students interaction-** Teacher-student interactions are generally appropriate, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher. **Student/student interaction -** Students do not demonstrate disrespect for one another.	**Teacher/students interaction-** Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher. **Student/student interaction -** Student interactions are generally polite and respectful.	**Teacher/students interaction-** Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information. **Student/student interaction -** Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.
2b: Establishing a Culture for Learning	**Content -** Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others. **Expectations -** Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students. **Pride -** Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do	**Content -** Teacher communicates importance of the work, but with little conviction and only minimal apparent buy-in by the students. **Expectations -** Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement. **Pride -** Students minimally accept the responsibility to do good work, but invest a little of their energy into its quality.	**Content -** Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value. **Expectations -** Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students. **Pride -** Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	**Content -** Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content. **Expectations -** Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. **Pride -** Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.

	high-quality work.		
2c: Managing Classroom Procedures	**Instructional Groups -** Students not working with the teacher are not productively engaged in learning. **Transitions -** Transitions are chaotic, with much time lost between activities or lesson segments. **Materials/Supplies -** Materials and supplies are handled inefficiently, resulting in significant loss of instructional time. **Noninstructional Duties-**Considerable instructional time is lost in performing non-instructional duties. **Supervision -** Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	**Instructional Groups -** Students in only some groups are productively engaged in learning while unsupervised by the teacher. **Transitions -** Only some transitions are efficient, resulting in some loss of instructional time. **Materials/Supplies -** Routines for handling materials and supplies function moderately well, but with some loss of instructional time. **Noninstructional Duties-**Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time. **Supervision -** Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	**Instructional Groups -** Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher. **Transitions -** Transitions occur smoothly, with little loss of instructional time. **Materials/Supplies -** Routines for handling materials and supplies occur smoothly, with little loss of instructional time. **Noninstructional Duties-**Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time. **Supervision -** Volunteers and paraprofessionals are produced and independently engaged during the entire class.	**Instructional Groups -** Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity. **Transitions -** Transitions are seamless, with students assuming responsibility in ensuring their efficient operation. **Materials/Supplies -** Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation. **Noninstructional Duties-**Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation. **Supervision -** Volunteers and paraprofessionals make a substantive contribution to the classroom environment.
2d: Managing Student Behavior	**Expectations -** No standards of conduct appear to have been established, or students are confused as to what the standards are. **Behavior -** Student behavior is not monitored, and teacher is unaware of what the students are doing. **Misbehavior -** Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	**Expectations -** Standards of conduct appear to have been established, and most students seem to understand them. **Behavior -** Teacher is generally aware of student behavior, but may miss the activities of some students. **Misbehavior -** Teacher attempts to respond to student misbehavior, but with uneven results, or there are no major infractions of the rules.	**Expectations -** Standards of conduct are clear to all students. **Behavior -** Teacher is alert to student behavior at all times. **Misbehavior -** Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	**Expectations -** Standards of conduct are clear to all students and appear to have been developed with student participation. **Behavior -** Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully. **Misbehavior -** Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.
2e: Organizing Physical Space	**Safety/Accessibility -** The classroom is unsafe, or learning is not accessible to some students. **Arrangement -** The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	**Safety/Accessibility -** The classroom is safe, and at least essential learning is accessible to most students. **Arrangement -** Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	**Safety/Accessibility -** The classroom is safe, and learning is equally accessible to all students. **Arrangement -** Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	**Safety/Accessibility -** The classroom is safe, and students themselves ensure that all learning is equally accessible to all students. **Arrangement -** Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

	UNSATISFACTORY (INEFFECTIVE)	BASIC (MINUMNALLY EFFECTIVE)	PROFICIENT (EFFECTIVE)	DISTINGUISHED (HIGHLY EFFECTIVE)
3a: Communicating with Students	**Expectation for Learning -** Teacher's purpose in a lesson or unit is unclear to students. **Directions/Procedures -** Teacher's directions and procedures are confusing to students. **Explanations of Content -** Teacher's explanation of the content is unclear or confusing or uses inappropriate language. **Oral/Written Language -** Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	**Expectation for Learning -** Teacher attempts to explain the instructional purpose, with limited success. **Directions/Procedures -** Teacher's directions and procedures are clarified after initial student confusion. **Explanations of Content -** Teacher's explanation of the content is uneven; some are done skillfully, but other portions are difficult to follow. **Oral/Written Language -** Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	**Expectation for Learning -** Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. **Directions/Procedures -** Teacher's directions and procedures are clear to students. **Explanations of Content -** Teacher's explanation of content is appropriate and connects with students' knowledge and experience. **Oral/Written Language -** Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	**Expectation for Learning -** Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests. **Directions/Procedures -** Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding. **Explanations of Content -** Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers. **Oral/Written Language -** Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. The teacher finds opportunities to extend students' vocabularies.
3b: Using Questioning and Discussion Techniques	**Quality of Questions -** Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession. **Discussion -** Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. **Participation -** A few students dominate the discussion.	**Quality of Questions -** Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response. **Discussion -** Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results. **Participation -** Teacher attempts to engage all students in the discussion, but with only limited success.	**Quality of Questions -** Most of the teacher's questions are of high quality. Adequate time is provided for students to respond. **Discussion -** Teacher creates a genuine discussion among students, stepping aside when appropriate. **Participation -** Teacher successfully engages all students in the discussion.	**Quality of Questions -** Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. **Discussion -** Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. **Participation -** Students themselves ensure that all voices are heard in the discussion.

3c: Using Questioning and Discussion Techniques	**Activities/Assignments -** Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them. **Grouping of Students -** Instructional groups are inappropriate for the students or to the instructional outcomes. **Materials/Resources -** Instructional materials and resources are unsuitable for the instructional purposes or do not engage students mentally. **Structure/Pacing -** The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	**Activities/Assignments -** Activities and assignments are appropriate for some students and engage them mentally, but others are not engaged. **Grouping of Students -** Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson. **Materials/Resources -** Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them. **Structure/Pacing -** The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. The pacing of the lesson is inconsistent.	**Activities/Assignments -** Most activities and assignments are appropriate for students, and almost all students are cognitively engaged in exploring content. **Grouping of Students -** Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. **Materials/Resources -** Instructional materials and resources are suitable to the instructional purposes and engage students mentally. **Structure/Pacing -** The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	**Activities/Assignments -** All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding. **Grouping of Students -** Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups. Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning. **Structure/Pacing -** The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.
3d: Using Assessment in Instruction	**Criteria -** Students are not aware of the criteria and performance standards by which their work will be evaluated. **Monitoring -** Teacher does not monitor student learning in the curriculum. **Feedback -** Teacher's feedback to students is of poor quality and not provided in a timely manner. **Student Self-Assessment -** Students do not engage in self-assessment or monitoring of progress.	**Criteria -** Students know some of the criteria and performance standards by which their work will be evaluated. **Monitoring -** Teacher monitors the progress of the class as a whole, but elicits no diagnostic information. **Feedback -** Teacher's feedback to students is uneven, and its timeliness is inconsistent. **Student Self-Assessment -** Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	**Criteria -** Students are fully aware of the criteria and performance standards by which their work will be evaluated. **Monitoring -** Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information. **Feedback -** Teacher's feedback to students is timely and of consistently high quality **Student Self-Assessment -** Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	**Criteria -** Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. **Monitoring -** Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students. **Feedback -** Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning. **Student Self-Assessment -** Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, but also make active use of that information in their learning.
3e: Demonstrating Flexibility and Responsiveness	**Lesson Adjustment -** Teacher adheres rigidly to an instructional plan, even when a change is clearly needed. **Response to Students -** Teacher ignores or brushes aside students' questions or interests.	**Lesson Adjustment -** Teacher attempts to adjust a lesson when needed, with only partially successful results. **Response to Students -** Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	**Lesson Adjustment -** Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly. **Response to Students -** Teacher successfully accommodates students' questions or interests.	**Lesson Adjustment -** Teacher successfully makes a major adjustment to a lesson when needed. **Response to Students -** Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.

	Persistence - When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	**Persistence -** Teacher accepts responsibility for the success of all students, but has only a limited repertoire of instructional strategies to draw on.	**Persistence -** Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	**Persistence -** Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

Domain 4: Professional Responsibilities

	Unsatisfactory (Ineffective)	Basic (Minimally Effective)	Proficient (Effective)	Distinguished (Highly Effective)
4a: Reflecting on Teaching	**Accuracy -** Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. **Future Teaching -** Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	**Accuracy -** Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. **Future Teaching -** Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	**Accuracy -** 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. **Future Teaching -** Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	**Accuracy -** 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. **Future Teaching -** Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b: Maintaining Accurate Records	**Student Completion of Assignments -** Teacher's system for maintaining information on student completion of assignments is in disarray. **Student Progress in Learning -** Teacher has no system for maintaining information on student progress in learning, or the system is in disarray. **Noninstructional Records -** Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	**Student Completion of Assignments -** Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective. **Student Progress in Learning -** Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective. **Noninstructional Records -** Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	**Student Completion of Assignments -** Teacher's system for maintaining information on student completion of assignments is fully effective. **Student Progress in Learning -** Teacher's system for maintaining information on student progress in learning is fully effective. **Noninstructional Records -** Teacher's system for maintaining information on non-instructional activities are fully effective.	**Student Completion of Assignments -** Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records. **Student Progress in Learning -** Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records **Noninstructional Records -** Teacher's system for maintaining information on non-instructional activities are highly effective, and students contribute to its maintenance.

4c: **Communicating with Families**	**Instructional Program-** The teacher provides little or no information about the instructional program to families. **Individual Sudents -** The teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. The teacher does not respond, or responds insensitively, to family concerns about students. **Engagement of Families -** The teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	**Instructional Program-** Teacher participates in the school's activities for family communication, but offers little additional information. **Individual Sudents -** Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms. **Engagement of Families -** The teacher makes modest and partially successful attempts to engage families in the instructional program.	**Instructional Program-** The teacher provides frequent information to families, as appropriate, about the instructional program. **Individual Sudents -** Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns. **Engagement of Families -** Teachers' efforts to engage families in the instructional program are frequent and successful.	**Instructional Program-** The teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families. **Individual Sudents -** The teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity. **Engagement of Families -** Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.
4d: **Participating in a Professional Community**	**Relationships -** Teacher's relationships with colleagues are negative or self-serving. **Professional Inquiry -** Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved. **Service to School -** Teacher avoids becoming involved in school events. **Participation in School and District Projects -** Teacher avoids becoming involved in school and district projects.	**Relationships -** The teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires. **Professional Inquiry -** The teacher becomes involved in the school's culture of inquiry when invited to do so. **Service to School -** Teacher participates in school events when specifically asked. **Participation in School and District Projects -** Teacher participates in school and district projects when specifically asked.	**Relationships -** Relationships with colleagues are characterized by mutual support and cooperation. **Professional Inquiry -** Teacher actively participates in a culture of professional inquiry. **Service to School -** Teacher volunteers to participate in school events, making a substantial contribution. **Participation in School and District Projects -** Teacher volunteers to participate in school and district projects, making a substantial contribution.	**Relationships -** Relationships with colleagues are characterized by mutual support and cooperation. The teacher takes initiative in assuming leadership among the faculty. **Professional Inquiry -** The teacher takes a leadership role in promoting a culture of professional inquiry. **Service to School -** Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life. **Participation in School and District Projects -** Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.
4e: **Growing and Developing Professionally**	**Professional Development -** The teacher engages in no professional development activities to enhance knowledge or skill. **Feedback -** Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. **Service to Profession -** The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	**Professional Development -** Teacher participates in professional activities to a limited extent when they are convenient. **Feedback -** The teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. **Service to Profession -** The teacher finds limited ways to contribute to the profession.	**Professional Development -** Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. **Feedback -** Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. **Service to Profession -** Teacher participates actively in assisting other educators.	**Professional Development -** Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. **Feedback -** Teacher seeks out feedback on teaching from both supervisors and colleagues. **Service to Profession -** The teacher initiates important activities to contribute to the profession.

4f: **Showing Professionalism**	**Integrity and Ethical -**Teacher displays dishonesty in interactions with colleagues, students, and the public. **Service to Students -** The teacher is not alert to students' needs. **Advocacy -** Teacher contributes to school practices that result in some students being ill served by the school. **Decision Making -** The teacher makes decisions and recommendations based on self-serving interests. **Compliance -** The teacher does not comply with school and district regulations.	**Integrity and Ethical -**The teacher is honest in interactions with colleagues, students, and the public. **Service to Students -** Teacher's attempts to serve students are inconsistent. **Advocacy -** The teacher does not knowingly contribute to some students being ill served by the school. **Decision Making -** Teacher's decisions and recommendations are based on limited though genuinely professional considerations. **Compliance -** Teacher complies minimally with school and district regulations, doing just enough to get by.	**Integrity and Ethical -**Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. **Service to Students -** The teacher is active in serving students. **Advocacy -** The teacher works to ensure that all students receive a fair opportunity to succeed. **Decision Making -** The teacher maintains an open mind and participates in team or departmental decision making. **Compliance -** Teacher complies fully with school and district regulations.	**Integrity and Ethical -**The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. **Service to Students -** The teacher is highly proactive in serving students, seeking out resources when needed. **Advocacy -** The 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. **Decision Making -** The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. **Compliance -** Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Domain 5: Student Growth				
Element	**Ineffective**	**Minimally Effective**	**Effective**	**Highly Effective**
Student Growth Goal	Student growth data on identified assessments indicate either negative growth or no growth on 50% or more of these measures of student growth.	Some growth on 50% or more of identified assessment.	Met student growth data target on at least one identified primary assessment.	Exceed student growth goal on ALL identified assessments.