

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a: Demonstrating knowledge of content and pedagogy</b>	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<b>1b: Demonstrating knowledge of students</b>	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<b>1c: Setting instructional outcomes</b>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and are adapted, where necessary, to the needs of individual students.
<b>1d: Demonstrating knowledge of resources</b>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the range of resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out varied resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
<b>1e: Designing coherent instruction</b>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit displays a highly coherent structure.
<b>1f: Designing student assessment</b>	Teacher's approach to assessing student learning contains no clear criteria or standards, lacks congruence with the instructional goals, or is inappropriate to many students. Teacher has no plans to use assessment results in designing future instruction.	Teacher's plan for student assessment is partially aligned with the instructional goals, without clear criteria, and inappropriate for at least some students. Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional goals, using clear criteria, is appropriate to the needs of students. Teacher uses assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional goals, with clear criteria and standards that show evidence of student participation in their development. Assessment methodologies may have been adapted for individuals, and the teacher uses assessment results to plan future instruction for individual students.
<b>2a: Creating an environment of respect and rapport</b>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds or individual differences and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or individual differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and individual differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and individual differences. Students themselves ensure high levels of civility among members of the class.

<b>2b: Establishing a culture for learning</b>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
<b>2c: Managing classroom procedures</b>	Classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, are either nonexistent or inefficient, resulting in the loss of much instructional time.	Classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, have been established but function unevenly or inconsistently, with some loss of instructional time.	Classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, have been established and function smoothly, with little loss of instructional time.	Classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, are seamless in their operation, with students assuming considerable responsibility for their smooth functioning.
<b>2d: Managing student behavior</b>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students; tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<b>2e: Organizing physical space</b>	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a significant mismatch between the physical arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to most students, but the physical arrangement only partially supports the learning activities. Teacher's use of physical resources, including computer technology, is moderately effective.	Teacher's classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement supports the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
<b>3a: Communicating with students</b>	Teacher's oral and written communication contains errors or is unclear or inappropriate to students' cultures or levels of development.	Teacher's oral and written communication contains no errors but may not be completely appropriate to students' cultures or levels of development. It may require further elaboration to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing. Communications are appropriate to students' cultures and levels of development.	Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development. It also anticipates possible student misconceptions.
<b>3b: Using questioning and discussion techniques</b>	Teacher makes poor use of questioning and discussion techniques, with low-level or inappropriate questions, limited student participation, and little true discussion.	Teacher' use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher' use of questioning and discussion techniques reflects high-level questions, true discussion, and participation by all students.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and assume the responsibility for the participation of all students in the discussion.
<b>3c: Engaging students in learning</b>	Students are not at all intellectually engaged in learning, as a result of groupings, activities or materials inappropriate to their cultures or levels of understanding, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially in significant learning, resulting from groupings, activities or materials culturally or developmentally appropriate to only some students, or uneven lesson structure or pacing.	Students are intellectually engaged throughout the lesson in significant learning, with appropriate groupings, activities and materials, instructive presentations of content and suitable lesson structure and pacing.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the representation of content, the groupings, activities, and the materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.

<b>3d: Using Assessment in Instruction</b>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
<b>3e: Demonstrating flexibility and responsiveness</b>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to student questions; teacher assumes no responsibility for students' failure to understand.	Teacher demonstrates moderate flexibility and responsiveness to student questions, needs and interests during a lesson, and seeks to ensure the success of all students.	Teacher ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs and interests.	Teacher is highly responsive to individual students' needs, interests and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students.
<b>4a: Reflecting on Teaching (Use is limited to the formal observation lesson plan.</b>	Teacher's reflection on the lesson does not provide an accurate or objective description of the event of the lesson.	Teacher's reflection provides a partially accurate and objective description of the lesson, but does not cite specific positive and negative characteristics. Teacher makes global suggestions as to how the lesson might be improved.	Teacher's reflection provides an accurate and objective description of the lesson, and cites specific positive and negative characteristics. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is highly accurate and perceptive, and cites specific examples that were not fully successful, for at least some students. Teacher draws on an extensive repertoire to suggest alternative strategies.
<b>4b: Maintaining Accurate Records</b>	Teacher's system for maintaining both instructional and non-instructional records is either non-existent or in disarray, resulting in errors and confusion.	Teacher's system for maintaining both instructional and non-instructional records is rudimentary and only partially effective.	Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient and effective.	Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient and effective, and students contribute to its maintenance.
<b>4c: Communicating with Families</b>	Teacher provides little or no information to families, or such communication is culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher communicates frequently and sensitively with individual families in a culturally sensitive manner, with students participating in the communication. Teacher successfully engages families in the instructional program; as appropriate.
<b>4d: Participating in a Professional Community</b>	Teacher avoids participating in school and district events and projects.*	Teacher becomes involved in school and district events and projects.*	Teacher participates actively in school and district events and projects.*	Teacher makes a substantial contribution to school and district events and projects.*
<b>4e: Growing and Developing Professionally</b>	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills, and is resistant to feedback from colleagues.	Teacher's participation in professional development activities is limited to those that are convenient or are required. Teacher accepts, with some reluctance, feedback from colleagues.	Teacher seeks out opportunities for professional development based on an individual assessment of need, and welcomes feedback from colleagues.	Teacher actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as ongoing inquiry and mentoring new teachers. In addition, teacher seeks out feedback from colleagues.