

Teacher  
Name:

Date:

Domain 1: Planning and Preparation-Teacher

1.1

*Demonstrates knowledge of content and pedagogy*

**Unsatisfactory**

Displays minimal content knowledge with no attempts to make connections.

**Needs Improvement**

Displays basic content knowledge with limited attempts to make connections.

**Proficient**

Displays sufficient content knowledge, scaffolds the information within lessons and organizes lessons within a unit so that students move from surface to deeper understanding of content.

**Excellent**

Displays extensive content knowledge, scaffolds the information within lessons clearly building on the previous information, and students have the opportunity to demonstrate deeper levels of understanding.

1.2

*Demonstrates knowledge of students*

**Unsatisfactory**

Instruction is developmentally inappropriate and does not meet the needs of all learners.

**Needs Improvement**

Designs developmentally appropriate instruction but does not meet the needs of all learners.

**Proficient**

Designs developmentally appropriate instruction to meet the needs of all learners.

**Excellent**

Uses extensive knowledge of various learning styles and student instructional levels to design developmentally appropriate instruction to meet the needs of all learners and serves as a resource for others.

1.3

*Selects instructional goals*

**Unsatisfactory**

Planning is not aligned with State Standards or District Power Standards.

**Needs Improvement**

Planning does not consistently align with State and District Standards, and gives little consideration of pacing guides, assessments, and other informative data.

**Proficient**

Planning aligns with State and District Standards and reflects consideration of pacing guides, assessments, and other informative data.

**Excellent**

Planning aligns with State and District Standards, pacing guides, assessments, and other informative data with evidence of revision of instruction according to the data.

1.4

*Demonstrates knowledge of resources*

**Unsatisfactory**

Does not adhere to district curriculum as a basis for planning.

**Needs Improvement**

Uses district curriculum as a basis for planning.

**Proficient**

Collaborates with team and uses district curriculum as a basis for planning to positively impact learning. Integrates technologies when appropriate to enhance student understanding.

**Excellent**

Seeks out additional resources beyond district curriculum and technologies to positively impact learning. Teacher shares found knowledge with others.

Domain 1: Planning and Preparation-Teacher

1.5

*Designs coherent instruction*

**Unsatisfactory**

Activities do not align with district standards and instructional strategies do not support student learning.

**Needs Improvement**

Learning activities do not consistently align with district standards and instructional strategies may not support student learning.

**Proficient**

Learning activities align with district standards and instructional strategies support student learning. Instructional groups are varied as appropriate to student needs and outcomes.

**Excellent**

Learning activities align with district standards and are designed based on individual student needs. Teacher consistently implements a variety of instructional strategies to engage students in higher level learning.

1.6

*Assesses student learning*

**Unsatisfactory**

Assessments are not aligned with instructional goals.

**Needs Improvement**

Designs assessments aligned with instructional goals, but does not use data to plan for instruction.

**Proficient**

Designs a variety of assessments aligned with instructional goals and uses assessment data to plan for instructional groups.

**Excellent**

Designs a variety of assessments aligned with instructional goals, adjusts instructional planning based on formative results, and uses assessment data to plan for individual student needs.

Comments:

Domain 2: Classroom Environment-Teacher

|   | <input type="checkbox"/> <b>Unsatisfactory</b>  | <input type="checkbox"/> <b>Needs Improvement</b>  | <input type="checkbox"/> <b>Proficient</b>   | <input type="checkbox"/> <b>Excellent</b>   |
|---|---|--|--|---|
| 2.1<br><i>Creates a culture and environment of respect that encourages learning</i> | <input type="checkbox"/> <b>Unsatisfactory</b><br>Classroom environment detracts from student learning.   | <input type="checkbox"/> <b>Needs Improvement</b><br>Establishes a trusting environment, inconsistencies are observed that impact student learning.                                  | <input type="checkbox"/> <b>Proficient</b><br>Establishes a positive, respectful, and trusting environment that is conducive to learning.  | <input type="checkbox"/> <b>Excellent</b><br>Empowers students to be partners in establishing classroom norms, which results in a positive, respectful, and trusting environment that is conducive to learning.                                     |
| 2.2<br><i>Manages classroom procedures</i>  | <input type="checkbox"/> <b>Unsatisfactory</b><br>Classroom rules, procedures, and routines do not appear to be in place. Significant instructional time is lost. | <input type="checkbox"/> <b>Needs Improvement</b><br>Rules and procedures, and routines are in place but are inconsistently implemented resulting in the loss of instructional time. | <input type="checkbox"/> <b>Proficient</b><br>Establishes and reviews expectations regarding rules and procedures with students. Routines are in place to minimize loss of instructional time. | <input type="checkbox"/> <b>Excellent</b><br>Routines provide smooth transitions that effectively minimize loss of instructional time. Students assume an active role in establishing and reviewing rules and procedures.                           |
| 2.3<br><i>Manages student behavior</i>  | <input type="checkbox"/> <b>Unsatisfactory</b><br>Minimal expectations have been established. Response to misbehavior is ineffective.                             | <input type="checkbox"/> <b>Needs Improvement</b><br>Expectations are unclear. Response to misbehavior is minimally effective or inconsistent.                                       | <input type="checkbox"/> <b>Proficient</b><br>Clear expectations are established and response to misbehavior is immediate and appropriate.   | <input type="checkbox"/> <b>Excellent</b><br>Clear expectations are established. Response to misbehavior is immediate and appropriate. Students monitor their own behavior and have participated in the creation of classroom rules and procedures. |
| 2.4<br><i>Organizes of physical space</i>   | <input type="checkbox"/> <b>Unsatisfactory</b><br>Space is disorganized and not suitable for working with students.   | <input type="checkbox"/> <b>Needs Improvement</b><br>The physical layout of the classroom interferes with student learning.  | <input type="checkbox"/> <b>Proficient</b><br>The physical layout of the classroom is safe and physical resources are accessible, inviting, and conducive to learning.                         | <input type="checkbox"/> <b>Excellent</b><br>The physical layout of the classroom is optimally organized and conducive to learning. Adjusts physical space to best meet student's needs.  |

Comments:

Domain 3: Instruction / Delivery of Service-Teacher

3.1

*Communicates clearly and accurately*

**Unsatisfactory**

Directions and procedures result in student confusion.

**Needs Improvement**

Directions and procedures require clarification after initial student confusion.

**Proficient**

Directions and procedures, both spoken and written, are clear, correct, and specific.

**Excellent**

Directions and procedures, both spoken and written, are clear, correct, specific, and anticipate possible student misunderstanding. Consistent use of content-related vocabulary is evident.

3.2

*Uses questioning and discussion techniques*

**Unsatisfactory**

Questioning techniques are poor and limit discussions.

**Needs Improvement**

A limited variety of questioning strategies are used. Attempts to engage all students in discussions but with minimal success.

**Proficient**

A variety of questioning strategies are used to successfully engage all students in discussions. Teacher initiates a genuine discussion among students, providing support only when needed.

**Excellent**

A variety of questioning and discussion strategies are used that encourage divergent thinking. Students maintain discussions that encourage participation with other students.

3.3

*Engages students in learning*

**Unsatisfactory**

Activities, assignments, and/or student groupings are inappropriate for student's age, background, and needs. Does not monitor student engagement.

**Needs Improvement**

Activities, assignments, and/or student groupings provide opportunities for engagement of some students. Monitors student engagement on an inconsistent basis.

**Proficient**

Activities, assignments, and/or student groupings provide opportunities for engagement of all students. Monitors student engagement and takes action to re-engage students when needed.

**Excellent**

Activities, assignments, and/or student groupings are used to enhance engagement in learning. Content is linked to student's prior knowledge and experience making it relevant and engaging. Students monitor their own participation.

3.4

*Uses assessment in instruction/ provides feedback to students*

**Unsatisfactory**

Feedback is of poor quality and not provided in a timely manner. Students are not aware of performance criteria or standards. Does not monitor student progress.

**Needs Improvement**

Feedback is inconsistent. Students know some of the criteria and standards by which their work will be evaluated. Progress monitoring occurs but is not used for diagnostic purposes.

**Proficient**

Accurate and constructive feedback is provided in a timely manner. Students are fully aware of the performance criteria and standards by which their work will be evaluated. Ongoing progress monitoring for groups of students is integrated into lessons and used for diagnostic purposes.

**Excellent**

Specific, accurate, and constructive feedback is provided in a timely manner. Students are aware of performance criteria and standards. Ongoing individual student progress monitoring is integrated into lessons and used by both teacher and students for diagnostic purposes.

Domain 3: Instruction / Delivery of Service-Teacher

3.5

*Demonstrates flexibility and responsiveness*

**Unsatisfactory**

Adheres to lesson plan even when change is clearly needed.

**Needs Improvement**

Attempts to make adjustments to lessons when needed with partial success.

**Proficient**

Demonstrates flexibility and responsiveness by adjusting lessons as a result of student questions, interests, and assessment data.

**Excellent**

Demonstrates flexibility and responsiveness by adjusting lessons as needed to enhance learning, build on student interests or a spontaneous event. Uses an extensive repertoire of strategies based on student need.

Comments:

Domain 4: Professional Responsibilities-Teacher

|     |  |   |  |  |   |
|-----|--|---|--|--|---|
| 4.1 | <i>Reflects on practice</i>                                  | <input type="checkbox"/> <b>Unsatisfactory</b><br>Does not reflect on practice or reflections are inaccurate or self-serving.   | <input type="checkbox"/> <b>Needs Improvement</b><br>Reflection is evident but not focused on enhancing student learning. Suggestions for improvement do not identify the strategies and behaviors that are most useful for continued development. | <input type="checkbox"/> <b>Proficient</b><br>Reflection is evident regarding strategies, behaviors and lesson effectiveness in terms of enhancing student achievement. Reflection identifies general suggestions for improvement of practice. | <input type="checkbox"/> <b>Excellent</b><br>Reflection is evident regarding specific strategies and behaviors on which to improve and lesson effectiveness in terms of enhancing student achievement. Reflection makes accurate assessment of practice, positive and negative aspects are cited, makes specific and appropriate suggestions for improvement of practice. |
| 4.2 | <i>Maintains accurate records</i>                            | <input type="checkbox"/> <b>Unsatisfactory</b><br>Records are disorganized, incomplete, and often not timely. No system for monitoring student progress is utilized.  | <input type="checkbox"/> <b>Needs Improvement</b><br>Records are generally accurate and complete. A system for monitoring student progress is inconsistently utilized.   | <input type="checkbox"/> <b>Proficient</b><br>Records are complete, timely, and presented in a professional manner. An effective system is used to monitor student progress.   | <input type="checkbox"/> <b>Excellent</b><br>Records are timely, accurate, and well organized. A system for monitoring student progress is utilized and serves as a model for colleagues and is used to communicate with parents and teachers.  |
| 4.3 | <i>Communicates with educational team (including family)</i> | <input type="checkbox"/> <b>Unsatisfactory</b><br>Communication is limited with team members and/or family. Minimal efforts are made to collaborate with colleagues.  | <input type="checkbox"/> <b>Needs Improvement</b><br>Communication and collaboration is limited. Some effort is made to involve and engage with team members and/or family. Does not help maintain positive conversations about others.            | <input type="checkbox"/> <b>Proficient</b><br>Interacts and collaborates with all team members and/or family in a positive manner, helping to maintain positive conversations about others.  | <input type="checkbox"/> <b>Excellent</b><br>Initiates frequent communication and collaboration with all team members and/or family in a positive manner. Solicits perspectives of team members and/or family. Takes leadership role with colleagues.   |
| 4.4 | <i>Participates in professional community</i>                | <input type="checkbox"/> <b>Unsatisfactory</b><br>Relationships with colleagues are negative or self-serving. Avoids participating in school and district activities. | <input type="checkbox"/> <b>Needs Improvement</b><br>Maintains cordial rather than collaborative relationships with colleagues. Participates in school or district activities when specifically asked.   | <input type="checkbox"/> <b>Proficient</b><br>Collaborates with colleagues in positive and productive manner. Volunteers to participate in school and district events making a substantial contribution.                                       | <input type="checkbox"/> <b>Excellent</b><br>Collaborates with colleagues in positive and productive manner. Assumes leadership role on learning team. Makes substantial contribution to school and district and assumes leadership role in at least one aspect of school life.   |

Domain 4: Professional Responsibilities-Teacher

4.5

*Engages in professional development*

| <input type="checkbox"/> Unsatisfactory  | <input type="checkbox"/> Needs Improvement   | <input type="checkbox"/> Proficient  | <input type="checkbox"/> Excellent  |
|--|--|--|---|
| Does not participate in professional development. Resists feedback from colleagues and supervisor. | Participates in professional development when required or convenient. Accepts feedback from colleagues and supervisor with reluctance. | Seeks out opportunities for professional development and/or mentoring that meet identified areas for growth and development. Welcomes feedback offered from colleagues and supervisor. | Seeks out professional development and/or mentoring that meets identified areas of growth and development and conducts action research to monitor progress towards established goals. Seeks feedback from colleagues and supervisor. Makes contributions to profession through participation in activities at the local, state, or national levels. |

4.6

*Demonstrates professionalism*

| <input type="checkbox"/> Unsatisfactory   | <input type="checkbox"/> Needs Improvement   | <input type="checkbox"/> Proficient   | <input type="checkbox"/> Excellent  |
|---|--|---|---|
| Displays dishonesty, violates confidentiality. Does not comply with school and district regulations or norms. Attendance is poor. | Displays honesty and maintains confidentiality. Complies minimally with school and district regulations and norms. Attendance is inconsistent. | Displays honesty, integrity, and maintains confidentiality. Complies fully with school and district regulations and norms. Advocates for students when needed. Attendance is excellent. | Displays highest standards of honesty, integrity, and confidentiality. Is proactive and advocates for students. Takes leadership role with colleagues in team or department decision making. Attendance is excellent. |

Comments:

|                  |             |
|------------------|-------------|
|                  |             |
| <b>Teacher</b>   | <b>Date</b> |
|                  |             |
| <b>Principal</b> | <b>Date</b> |