<table>
<thead>
<tr>
<th>Evaluation Location</th>
<th>Component</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA</td>
<td>1a</td>
<td>The teacher’s plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.</td>
<td>The teacher’s plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline.</td>
<td>The teacher’s plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.</td>
<td>The teacher’s plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.</td>
</tr>
<tr>
<td>IA</td>
<td>1b</td>
<td>The teacher places little value in understanding students’ backgrounds, cultures, skills, language proficiency, interests, and special needs.</td>
<td>The teacher demonstrates little understanding of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs.</td>
<td>The teacher demonstrates knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</td>
<td>The teacher demonstrates and 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.</td>
</tr>
<tr>
<td>IA</td>
<td>1c</td>
<td>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.</td>
<td>Instructional outcomes lack opportunities for high-level learning 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 style.</td>
<td>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 styles, and can be assessed.</td>
<td>Instructional outcomes are stated as goals that can be assessed, reflecting high-level learning and curriculum standards. They represent different types of content and take account of the needs of individual students.</td>
</tr>
<tr>
<td>IIb</td>
<td>1d</td>
<td>The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.</td>
<td>The 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.</td>
<td>The teacher demonstrates full awareness of the resources available through the school or district to enhance his or her knowledge and teaching, or for students who need them.</td>
<td>The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance his or her knowledge, to use in teaching, and for students who need them.</td>
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<tr>
<td><strong>IA</strong></td>
<td><strong>1e</strong></td>
<td><strong>Designing Coherent Instruction</strong></td>
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<tr>
<td></td>
<td>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.</td>
<td>The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in high-level learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.</td>
<td>The teacher coordinates knowledge of content, students, and 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 high-level learning.</td>
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<td></td>
<td>The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students and likely to engage them in high-level learning. The lesson or unit’s structure is clear and allows for multiple learning activities according to student needs.</td>
<td>The teacher’s plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.</td>
<td>The teacher’s plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.</td>
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<td>The teacher’s plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate for the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.</td>
<td>The teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.</td>
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</table>
## Domain 2: The Classroom Environment

<table>
<thead>
<tr>
<th>Evaluation Location</th>
<th>Component</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>IC 2a</td>
<td>Creating an Environment of Respect and Rapport</td>
<td>Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students’ cultural backgrounds, and characterized by put-downs or conflict and are not met with teacher intervention.</td>
<td>Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict. Occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students is not met with intervention by the teacher.</td>
<td>Classroom interactions, both between teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.</td>
<td>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students’ cultures and levels of development. Students themselves ensure high levels of civility among members of the class.</td>
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<tr>
<td>IB 2b</td>
<td>Establishing a Culture for Learning</td>
<td>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 commitment to work.</td>
<td>The teacher’s attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, sometimes low expectations for student achievement, and little student commitment to work.</td>
<td>The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students.</td>
<td>High levels of student engagement and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and students hold themselves to high standards of performance.</td>
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<tr>
<td>IC 2c</td>
<td>Managing Classroom Procedures</td>
<td>Much instructional time is lost because of inefficient or nonexistent classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.</td>
<td>Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are ineffective.</td>
<td>Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.</td>
<td>Students contribute to the operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties without loss of instructional time.</td>
</tr>
<tr>
<td>IC 2d</td>
<td>Managing Student Behavior</td>
<td>There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student behavior is disrespectful of student dignity.</td>
<td>It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with inconsistent results, to monitor and respond to student behavior.</td>
<td>Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher’s response to student behavior is appropriate and respects the students’ dignity.</td>
<td>Standards of conduct are clear, with evidence of student participation in setting them. The teacher’s response to student behavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</td>
</tr>
<tr>
<td>IC 2e</td>
<td>Organizing Physical Space</td>
<td>The physical environment is unsafe and some students don’t have access to learning. There is poor alignment between the physical</td>
<td>The classroom is safe, and learning is accessible to most students. The teacher makes little effort to use resources in alignment with learning</td>
<td>The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate for the</td>
<td>The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students</td>
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<tr>
<td>Domain 3: Instruction</td>
<td>Evaluation Location</td>
<td>Component</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
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<tr>
<td>IB</td>
<td>3a</td>
<td>Communicating with Students</td>
<td>Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' levels of development.</td>
<td>Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' levels of development.</td>
<td>Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' levels of development.</td>
</tr>
<tr>
<td>IB</td>
<td>3b</td>
<td>Using Questioning and Discussion Techniques</td>
<td>The teacher's questions are not challenging and/or inappropriate, eliciting limited student participation, and recitation rather than discussion.</td>
<td>Some of the teacher's questions elicit a thoughtful response, but most are not challenging, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.</td>
<td>Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. Nearly all students participate in the discussion, with the teacher stepping aside when appropriate.</td>
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<tr>
<td>IB</td>
<td>3c</td>
<td>Engaging Students in Learning</td>
<td>Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.</td>
<td>Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.</td>
<td>Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.</td>
</tr>
<tr>
<td>IB</td>
<td>3d</td>
<td>Using Assessment in Instruction</td>
<td>Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.</td>
<td>Assessment is occasionally used in instruction, through some monitoring of progress by the teacher and/or students. Feedback to students is sometimes useful, and students are aware of only some of the assessment criteria used to evaluate their work.</td>
<td>Assessment is regularly used in instruction, through self-assessment by students, progress monitoring of learning by the teacher and/or students, and useful feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</td>
</tr>
<tr>
<td>IB</td>
<td>3e</td>
<td>Demonstrating Flexibility and</td>
<td>Teacher adheres to the instructional plan in spite of evidence of poor student understanding or of students' learning activities. The teacher makes effective use of physical resources.</td>
<td>The teacher attempts to modify the lesson when needed and to respond to student questions, with some success.</td>
<td>The teacher promotes the successful learning of all students, making adjustments as needed to enhance learning, building on a spontaneous event or student interests.</td>
</tr>
<tr>
<td>Evaluation Location</td>
<td>Component</td>
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<td>Satisfactory</td>
<td>Excellent</td>
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<td>Responsiveness</td>
<td>lack of interest, and fails to respond to student questions; teacher assumes no responsibility for students’ failure to understand.</td>
<td>The teacher accepts responsibility for student success but has a limited repertoire of strategies to draw upon.</td>
<td>instructional plans and accommodating student questions, needs, and interests</td>
<td>The teacher promotes the success of all students, using an extensive repertoire of instructional strategies.</td>
</tr>
</tbody>
</table>

**Domain 4: Professional Responsibilities**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IIB 4a Reflection on Teaching</td>
<td>Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.</td>
<td>Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.</td>
<td>Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.</td>
<td>Teacher’s reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.</td>
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<tr>
<td></td>
<td>III 4b Maintaining Accurate Records</td>
<td>The teacher’s systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.</td>
<td>The teacher’s systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective.</td>
<td>The teacher’s systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.</td>
<td>The teacher’s systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective, and students contribute to its maintenance.</td>
</tr>
<tr>
<td></td>
<td>III 4c Communicating with Families</td>
<td>The teacher’s communication with families about the instructional program or about individual students’ progress is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.</td>
<td>The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. Communications are not always appropriate to the cultures of those families.</td>
<td>The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students’ progress is conveyed in a culturally appropriate manner.</td>
<td>The teacher’s communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.</td>
</tr>
<tr>
<td></td>
<td>III 4d Participating in a Professional Community</td>
<td>The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.</td>
<td>The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.</td>
<td>The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.</td>
<td>The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.</td>
</tr>
<tr>
<td>IIB</td>
<td>4e Growing and Developing Professionally</td>
<td>The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues. Few or none of the District 205 professional development hours are completed.</td>
<td>The teacher participates in professional development activities that are convenient or required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues. Some of the District 205 professional development hours are completed.</td>
<td>The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues. Some of the District 205 professional development hours are completed.</td>
<td>The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues. All of the District 205 professional development hours are completed.</td>
</tr>
<tr>
<td>III</td>
<td>4f Showing Professionalism</td>
<td>The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.</td>
<td>The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher’s attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.</td>
<td>The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.</td>
<td>The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.</td>
</tr>
</tbody>
</table>