Danielson Framework for Teaching (2011) Rubrics by Washington State

Criterion 1: Centering instruction on high expectations for student achievement.			
2b: Establishing a Culture for Learning			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectation for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.
Critical Attributes			
The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little to no pride in their work.	Teacher's energy for the work is neutral, indicating neither a high level of commitment nor "blowing it off." The teacher conveys high expectations for only some students. Students comply with the teacher's expectations for learning, but they don't	The teacher communicates the importance of learning and the assurance that with hard work all students can be successful in it. The teacher demonstrates a high regard for students abilities. The teacher conveys an expectation of high levels of student effort.	In addition to the characteristics of "proficient": Thea teacher communicates a genuine passion for the subject. Students indicate that they are not satisfied unless they have complete understanding. Student questions and comments indicate a desire to understand the content rather than, for example,

| Class time is devoted more to socializing than to learning. | indicate commitment on their own initiative for the work.

Many students indicate that they are looking for an "easy path." | Students expend good effort to complete work of high quality. | simply learn a procedure for getting the correct answer.

Students recognize the efforts of their classmates.

Students take initiative in improving the quality of their work. |

3a: Communicating with Students

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.

The teacher's explanation of the content contains major errors.

The teacher's spoken or written language contains errors of grammar or syntax.

The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving student confused. | The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.

The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.

The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.

Teacher's spoken language is correct; how- ever, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds. | The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.

Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.
During the explanation of content, the teacher invites student intellectual engagement.

Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests. | The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.

The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.

Students contribute to extending the content and help explain concepts to their classmates.

The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies. |

Critical Attributes

| At no time during the lesson does the teacher convey to the students | The teacher refers in passing to what the students will be learning, or has written | The teacher states clearly, at some point during the lesson, what the students will be learning. | In addition to the characteristics of "proficient." |

what they will be learning. Students indicate through their questions that they are confused about the learning task. The teacher makes a serious content error that will affect students' understanding of the lesson. Students indicate through body language or questions that they don't understand the content being presented. Teacher's communications include errors of vocabulary or usage. The teacher's vocabulary is inappropriate to the age of culture of the students.	it on the board with no elaboration or explanation. The teacher must clarify the learning task so that students can complete it. The teacher makes no serious content errors but may make a minor error. The teacher's explanation of the content consists of a monologue or is purely procedural, with minimal participation by students. Vocabulary is too advanced or too juvenile for the students.	If the tactic is appropriate, the teacher models the process to be followed in task. Students engage with the learning task, indicating that they understand what they are to do. The teacher makes no content errors. The teacher's explanation of content is clear and invites student participation and thinking. The teacher's vocabulary and usage are correct and completely suited to the lesson. The teacher's vocabulary is appropriate to the students' age and levels of development.	The teacher points out possible areas for misunderstanding. The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. All students seem to understand the presentation. The teacher invites students to explain the content to the class or to classmates. The teacher uses rich language, offering brief vocabulary lessons where appropriate.

3c: Engaging Students in Learning

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed.	The learning tasks and activities are partially aligned with the instructional out-comes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.

Few students are intellectually engaged or interested.		The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
Critical Attributes			
Few students are intellectually engaged in the lesson. Learning tasks require only recall or have a single correct response or method. The materials used ask students to perform only rote tasks. Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. Instructional materials used are unsuitable to the lesson and/or the students. The Lesson drags or is rushed.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and recall. Students are in large part of passively engaged with the content, learning primarily facts or procedures. Students have no choice in how they complete tasks. The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. The materials and resources are partially aligned to the lesson objectives and only in some cases demand students thinking.	Most students are intellectually engaged in the lesson. Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. Students have some choice in how they complete learning tasks. There is a mix of different types of groupings, suitable to the lesson of objectives. Materials and resources support the learning goals and require intellectual engagement, as appropriate. The pacing of the lesson provides students the time needed to be intellectually engaged.	In addition to the characteristics of "proficient." Virtually all students are highly engaged in the lesson. Students take initiative to modify a learning task to make it more meaningful of relevant to their needs. Students suggest modifications to the grouping patterns used. Students have extensive choice in how they complete tasks. Students suggest modifications or additions to the materials being used. Students have an opportunity for both refection and closure after the lesson to consolidate their understanding.

	The pacing of the lesson is uneven – suitable in parts, but rushed or dragging in others.		

Criterion 2: Demonstrating effective teaching practices.			
3b: Using Questioning and Discussion Techniques			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Critical Attributes			
Questions are rapid-fire, and convergent, with a single correct answer. Questions do not invite student thinking. All discussion is between teacher and students; students are not invited to speak directly to one another. A few students dominate the discussion.	The teacher frames some questions designed to promote student thinking, but only a small number of students are involved. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a few actually participate in the discussion.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. The teacher makes effective use of wait time. The teacher effectively builds on student responses to questions. Discussions enable students to talk to one another without ongoing mediation by the teacher. The teacher calls on most students, even those who don't initially volunteer.	In addition to the characteristics of "proficient." Students initiate higher=order questions. Students extend the discussion, enriching it. Students invite comments from their classmates during a discussion.

		Many students actively engage in the discussion.	

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	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. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional out- comes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

Critical Attributes			
The teacher considers the lesson but draws incorrect conclusions about its effectiveness. The teacher makes no suggestions for improvement.	The teacher has a general sense of whether or not instructional practices were effective. The teacher offers general modifications for future instruction.	The teacher accurately assesses the effectiveness of instructional activities used. The teacher identifies specific ways in which a lesson might be improved.	In addition to the characteristics of "proficient." Teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. Teacher's suggestions for improvement draw on an extensive repertoire.

Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.			
1b: Demonstrating Knowledge of Students			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	Teacher indicates the importance of under-standing how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
Critical Attributes			
Teacher does not understand child development characteristics and has unrealistic expectations for students. Teacher does not try to ascertain varied ability levels among students in the class. Teacher is not aware of student interests or cultural heritages. Teacher takes no responsibility to learn about students' medical or learning disabilities.	Teacher cites developmental theory but does not seek to integrate it into lesson planning. The teacher is aware of the different ability levels in the class but tends to teach to the "whole group." The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. The teacher is aware of medical issues and learning disabilities with some students but does not seek to	The teacher knows, for groups of students, their levels of cognitive development. The teacher is aware of the different cultures groups in the class. The teacher has a good idea of the range of interests of students in the class. The teacher has identified "high," "medium," and "low" groups of students within the class. The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning.	In addition to the characteristics of "proficient." The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. The teacher seeks out information about their cultural heritage from all students. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

	understand the implications of that knowledge.	The teacher is aware of the special needs rep-resented by students in the class.	
3e: Demonstrating Flexibility and Responsiveness			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using instructional strategies and soliciting resources from the school or community.
Critical Attributes			
Teacher ignores indications of student boredom or lack of understanding. Teacher brushes aside student questions. Teacher makes no attempt to incorporate student interests into the lesson. The teacher conveys to students that when they have difficulty learning it is their fault. In reflecting on practice, the teacher does not indicate that it is important to reach all students.	Teacher's efforts to modify the lesson are only partially successful. Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson. The teacher conveys a sense to students of their own responsibility for their learning but is uncertain about how to assist them. In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies to do so.	When necessary, the teacher makes adjustments to the lesson to enhance under-standing by groups of students. Teacher incorporates students' interests and questions into the heart of the lesson. The teacher conveys to students that s/he has other approaches to try when the students experience difficulty. In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.	In addition to the characteristics of "proficient." The teacher's adjustments to the lesson are designed to assist individual students. Teacher seizes on a teachable moment to enhance a lesson. The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands and that s/he has a broad range of approaches to use. In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted

			for assistance in reaching some students.

Student Growth 3.1: Establish Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not develop a student growth goal for a group of students within a class who are not yet reaching full learning potential. OR The teacher does not explain how the **knowledge of individual students** informed the goal. The goal does not address an **essential standard** for the teacher's content and grade level. The goal does not require students' **cognitive or emotional engagement**. The teacher does not communicate with students' families about the goal.	The teacher develops a student growth goal for a group of students within a class who are not yet reaching full learning potential. The teacher explains how the **knowledge of students** informed the goal for the students as a group, but not as individuals. The goal addresses an **essential standard** for the teacher's content and grade level. The goal requires students' **cognitive and emotional engagement**. The teacher communicates the goal to students' families.	The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential. The teacher explains how the **knowledge of individual students** informed the goal in specific ways. The goal addresses an **essential standard** for the teacher's content and grade level. The goal requires students' **cognitive and emotional engagement**. The teacher seeks and considers, when provided, input from students' families in developing the goal.	The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential. The teacher explains how the **knowledge of individual students** informed the goal in specific ways. The goal addresses an **essential standard** for the teacher's content and grade level. The goal requires students' **cognitive and emotional engagement**. The teacher seeks and considers, when provided, input from students' families in developing the goal. The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.

Student Growth 3.2: Achievement of Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher provides evidence of student progress on the stated learning goal from only summative assessments. There is no evidence of **student engagement in assessment** of their own progress.	The teacher provides evidence of student progress on the stated learning goal, which includes both **formative and summative assessments**. There is limited evidence of **student engagement in**	The teacher provides evidence of student progress on the stated learning goal, which includes both **formative and summative assessments**. There is evidence of **student engagement in assessment** and student	The teacher provides evidence of student progress on the stated learning goal, which includes both **formative and summative assessments**. There is evidence of **student engagement in assessment** and student

There is no evidence of opportunities for students to share **feedback on how they experienced the learning**. The teacher does not provide evidence of reflecting on how the learning activities and instructional decisions impacted student learning progress. The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.	**assessment** of their own progress. There is limited or no evidence of opportunities for students to share **feedback on how they experienced the learning**. The teacher reflects with supervisor on student learning progress overall, but not for specific students. The reflection may not establish how the learning activities and instructional decisions impacted student progress. The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.	monitoring of their own progress. There is evidence of opportunities for students to share **feedback on how they experienced the learning.** The teacher reflects with supervisor on the learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional decisions impacted student progress. The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.	monitoring of their own progress. There is evidence of opportunities for students to share **feedback on how they experienced the learning.** The teacher reflects with supervisor on learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional decisions impacted student progress. The teacher uses information from student progress and students' experience of learning to: • Guide their next steps for instruction, and • Effect changes in instructional practice or professional learning beyond their own classroom or context.

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.			
1a: Demonstrating Knowledge of Content and Pedagogy			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
Critical Attributes			
Teacher makes content errors. Teacher brushes aside student questions. Teacher does not consider prerequisite relationships when planning. Teacher's plans use inappropriate strategies for the discipline.	Teacher is familiar with the discipline but does not see conceptual relationships. Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.	The teacher can identify important concepts of the discipline and their relationships to one another. The teacher consistently provides clear explanations of the content. The teacher answers student questions accurately and provides feedback that furthers their learning. The teacher seeks out content-related professional development.	In addition to the characteristics of "proficient." Teacher cites intra- and interdisciplinary con- tent relationships. Teacher is proactive in uncovering student mis- conceptions and addressing them before proceeding.

1c: Setting Instructional Outcomes			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
Critical Attributes			
Outcomes lack rigor. Outcomes do not represent important learning in the discipline. Outcomes are not clear or are stated as activities. Outcomes are not suitable for many students in the class.	Outcomes represent a mixture of low expectations and rigor. Some outcomes reflect important learning in the discipline. Outcomes are suitable for most of the class.	Outcomes represent high expectations and rigor. Outcomes are related to the "big ideas" of the discipline. Outcomes are written in terms of what students will learn rather than do. Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, communication. Outcomes are suitable to groups of students in the class and are differentiated where necessary.	In addition to the characteristics of "proficient." Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing. Teacher connects outcomes to previous and future learning. Outcomes are differentiated to encourage individual students to take educational risks.

1d: Demonstrating Knowledge of Resources

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.	Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.	Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.

Critical Attributes

The teacher uses only district-provided materials, even when more variety would assist some students. The teacher does not seek out resources available to expand his or her own skill. Although aware of some student needs, the teacher does not inquire about possible resources.	The teacher uses materials in the school library but does not search beyond the school for resources. The teacher participates in content-area workshops offered by the school but does not pursue other professional development. The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.	Texts are at varied levels. Texts are supplemented by guest speakers and field experiences. Teacher facilitates Internet resources. Resources are multidisciplinary. Teacher expands knowledge with professional learning groups and organizations. Teacher pursues options offered by universities. Teacher provides lists of resources outside the class for students to draw on.	In addition to the characteristics of "proficient." Texts are matched to student skill level. The teacher has ongoing relationship with colleges and universities that support student learning. The teacher maintains log of resources for student reference. The teacher pursues apprenticeships to increase discipline knowledge. The teacher facilitates student contact with resources outside the classroom.

1e: Designing Coherent Instruction

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.	Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources

The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reason- able.	and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.	(Including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
Critical Attributes			
Learning activities are boring and/or not well aligned to the instructional goals. Materials are not engaging or do not meet instructional outcomes. Instructional groups do not support learning. Lesson plans are not structured or sequenced and are unrealistic in their expectations.	Learning activities are moderately challenging. Learning resources are suitable, but there is limited variety. Instructional groups are random or only partially support objectives. Lesson structure is uneven or may be unrealistic in terms of time expectations.	Learning activities are matched to instructional outcomes. Activities provide opportunity for higher-level thinking. Teacher provides a variety of appropriately challenging materials and resources. Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. The plan for the lesson or unit is well structured, with reasonable time allocations.	In addition to the characteristics of "proficient." Activities permit student choice. Learning experiences connect to other disciplines. The teacher maintains log of resources for student reference. Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. Lesson plans differentiate for individual student needs.

Criterion 5: Fostering and managing a safe, positive learning environment.			
2a: Creating an Environment of Respect and Rapport			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.

Teacher does not deal with disrespectful behavior. | Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.

Students rarely demonstrate disrespect for one another.

Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.

Students exhibit respect for the teacher. Inter-actions among students are generally polite and respectful.

Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal. | Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.

Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals. |
| **Critical Attributes** | | | |
| Teacher uses disrespectful talk towards students; student's body language indicates feelings of hurt or insecurity.

Students use disrespectful talk towards one another with no response from the teacher.

Teacher displays no familiarity with or | The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.

Teacher attempts to respond to disrespectful behavior among students, with uneven results.

Teacher attempts to make connections with individual students, but | Talk between teacher and students and among students is uniformly respectful.

Teacher responds to disrespectful behavior among students.

Teacher makes superficial connections with individual students. | In addition to the characteristics of "proficient."

Teacher demonstrates knowledge and caring about individual students' lives beyond school.

When necessary, students correct one another in their conduct toward classmates.

There is no disrespectful behavior among students. |

caring about individual students' interests or personalities.	student reactions indicate that the efforts are not completely successful or are unusual.		The teacher's response to a student's incorrect response respects the student's dignity.

2c: Managing Classroom Procedures

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost through only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time because of effective classroom routines and procedures. The teacher's management of instructional groups and the handling of materials and sup- plies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized because of efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students.

Critical Attributes

Students not working with the teacher are not productively engaged or are disruptive to the class. There are no established procedures for distributing and collecting materials. Procedures for other activities are confused or chaotic.	Small groups are only partially engaged while not working directly with the teacher. Procedures for transitions and for distribution/ collection of materials seem to have been established, but their operation is rough. Classroom routines function unevenly.	The students are productively engaged during small-group work. Transitions between large- and small-group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly.	In addition to the characteristics of "proficient." Students take the initiative with their classmates to ensure that their time is used productively. Students themselves ensure that transitions and other routines are accomplished smoothly. Students take initiative in distributing and collecting materials efficiently.

2d: Managing Student Behavior

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4

There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

Critical Attributes

The classroom environment is chaotic, with no apparent standards of conduct. The teacher does not monitor student behavior. Some students violate classroom rules, without apparent teacher awareness. When the teacher notices student misbehavior, s/he appears helpless to do anything about it.	Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. Teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent, at times very harsh, other times lenient.	Standards of conduct appear to have been established. Student behavior is generally appropriate. The teacher frequently monitors student behavior. Teacher's response to student misbehavior is effective. Teacher acknowledges good behavior.	In addition to the characteristics of "proficient." Student behavior is entirely appropriate; there no evidence of student misbehavior. The teacher monitors student behavior without speaking – just moving about. Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.

2e: Organizing Physical Space

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The physical environment is unsafe, or many students don't have access to learning resources. There is poor coordination between	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.	The classroom is safe, and learning is accessible to all students, including those with special needs. Teacher makes effective use of physical resources, including computer

the lesson activities and the arrangement of furniture and resources, including computer technology.	technology, is moderately effective. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.	Teacher makes effective use of physical resources, including computer technology.	technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Critical Attributes			
There are physical hazards in the classroom, endangering student safety. Many students can't see or hear the teacher or the board. Available technology is not being used, even if its use would enhance the lesson.	The physical environment is safe, and most students can see and hear. The physical environment is not an impediment to learning but does not enhance it. The teacher makes limited use of available technology and other resources.	The classroom is safe, and all students are able to see and hear. The classroom is arranged to support the instructional goals and learning activities. The teacher makes appropriate use of available technology.	In addition to the characteristics of "proficient." Modifications are made to the physical environment to accommodate students with special needs. There is total alignment between the goals of the lesson and the physical environment. Students take the initiative to adjust the physical environment. Teachers and students make extensive and imaginative use of available technology.

Criterion 6: Using multiple student data elements to modify instruction and improve student learning.			
1f: Designing Student Assessments			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends 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 outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
Critical Attributes			
Assessments do not match instructional outcomes. Assessments have no criteria. No formative assessments have been designed. Assessment results do not affect future plans.	Only some of the instructional outcomes are addressed in the planned assessments. Assessment criteria are vague. Plans refer to the use of formative assessments, but they are not fully developed. Assessment results are used to design lesson plans for the whole class, not individual students.	All the learning outcomes have a method for assessment. Assessment types match learning expectations. Plans indicate modified assessments for some students as needed. Assessment criteria are clearly written. Plans include formative assessments to use during instruction.	In addition to the characteristics of "proficient." Assessments provide opportunities for student choice. Students participate in designing assessments for their own work. Teacher-designed assessments are authentic with real-world application, as appropriate. Students develop rubrics according to teacher-

| | | Lesson plans indicate possible adjustments based on formative assessment data. | specified learning objectives.

Students are actively involved in collecting information from formative assessments and provide input. |

3d: Using Assessment in Instruction			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.

Critical Attributes			
The teacher gives no indication of what high-quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Feedback is only global. The teacher does not ask students to	There is little evidence that the students understand how their work will be evaluated. Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.	Students indicate that they clearly understand the characteristics of high- quality work. The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements.	In addition to the characteristics of "proficient." There is evidence that students have helped establish the evaluation criteria. Teacher monitoring of student understanding is sophisticated and continuous: the teacher is

evaluate their own or classmates' work.	Teacher requests global indications of student understanding. Feedback to students is not uniformly specific and not oriented towards future improvement of work. The teacher makes only minor attempts to engage students in self-assessment or peer assessment.	Feedback includes specific and timely guidance, at least for groups of students. The teacher attempts to engage students in self-assessment or peer assessment.	constantly "taking the pulse" of the class. Teacher makes frequent use of strategies to elicit information about individual student understanding. Feedback to students is specific and timely, and is provided from many sources including other students. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.

4b: Maintaining Accurate Records

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.

Critical Attributes

There is no system for either instructional or non-instructional records. The record-keeping systems are in disarray so as to provide	The teacher has a process for recording completion of student work. However, it is out of date or does not permit students to gain access to the information.	The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.	In addition to the characteristics of "proficient." Students contribute to and maintain records indicating completed and overdue work assignments.

incorrect or confusing information.	The teacher's process for tracking student progress is cumbersome to use. The teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors.	The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. The teacher's process for recording non-instructional information is both efficient and effective.	Students both contribute to and maintain data files indicating their own progress in learning. Students contribute to maintaining non-instructional records for the class.

Student Growth 6.1: Establish Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not develop a student growth goal. OR The teacher does not explain how the **knowledge of students** informed the goal. The goal does not address an **essential standard** for the teacher's content and grade level. The goal does not require students' **cognitive or emotional engagement**.	The teacher develops a student growth goal for students in one grade level or class. The teacher uses a single data element to explain how the **knowledge of students** informed the goal. The goal addresses an **essential standard** for the teacher's content and grade level. The goal requires students' **cognitive and emotional engagement**.	The teacher develops a student growth goal for students in one grade level or class. The teacher uses multiple data elements to explain how the **knowledge of students** informed the goal. The goal addresses an **essential standard** for the teacher's content and grade level. The goal requires students' **cognitive and emotional engagement**.	The teacher develops a student growth goal for students in one grade level or class. The teacher uses multiple data elements to explain how the **knowledge of students** informed the goal. The goal addresses an **essential standard** for the teacher's content and grade level. The goal requires students' **cognitive and emotional engagement**. The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.

Student Growth 6.2: Achievement of Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher provides evidence of student progress on the stated learning goal from only summative assessments.	The teacher provides evidence of student progress on the stated learning goal, which includes both **formative and**	The teacher provides evidence of student progress on the stated learning goal, which includes both **formative and summative assessments**.	The teacher provides evidence of student progress on the stated learning goal, which includes both **formative and summative assessments**.

There is no evidence of **student engagement in assessment** of their own progress. There is no evidence of opportunities for students to share **feedback on how they experienced the learning**. The teacher does not provide evidence of taking responsibility for student learning progress. The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.	**summative assessments**. There is limited evidence of **student engagement in assessment** of their own progress. There is limited or no evidence of opportunities for students to share **feedback on how they experienced the learning**. The teacher reflects with supervisor on student learning progress generally. The reflection may be missing an analysis of why students did or did not make progress, and/or next steps for groups of students or individuals. The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.	There is evidence of **student engagement in assessment** and student monitoring of their own progress. There is evidence of opportunities for students to share **feedback on how they experienced the learning.** The teacher reflects with supervisor on the learning progress for three groups of students: Students who • exceeded the learning goal • met or nearly met the learning goal • did not yet meet the learning goal The reflection includes analysis of why students did or did not make progress, and next steps for each group. The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.	There is evidence of **student engagement in assessment** and student monitoring of their own progress. There is evidence of opportunities for students to share **feedback on how they experienced the learning.** The teacher reflects with supervisor on the learning progress for three groups of students: Students who • exceeded the learning goal • met or nearly met the learning goal • did not yet meet the learning goal The teacher uses information from student progress and students' experience of learning to: • Guide their next steps for instruction, and • Effect changes in instructional practice or professional learning beyond their own classroom or context.

Criterion 7: Communicating and collaborating with parents and the school community.			
4c: Communicating with Families			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
Teacher communication with families— about the instructional program, about individual students—is sporadic or culturally inappropriate.

Teacher makes no attempt to engage families in the instructional program. | Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families. | Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.

Teacher makes some attempts to engage families in the instructional program.

Information to families is conveyed in a culturally appropriate manner. | Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.

Response to family concerns is handled with professional and cultural sensitivity.

Teacher's efforts to engage families in the instructional program are frequent and successful. |
| **Critical Attributes** | | | |
| Little or no information regarding the instructional program is available to parents.

Families are unaware of their children's progress.

Family engagement activities are lacking. Communication is culturally inappropriate. | School or district-created materials about the instructional program are sent home.

Infrequent or incomplete information is sent home by teachers about the instructional program.

Teacher maintains school- required grade book but does little else to inform families about student progress.

Teacher communications are sometimes inappropriate to families' cultural norms. | Information about the instructional program is available on a regular basis.

The teacher sends information about student progress home on a regular basis.

Teacher develops activities designed to successfully engage families in their children's learning, as appropriate. | In addition to the characteristics of "proficient."

On a regular basis, students develop materials to inform their families about the instructional program.

Students maintain accurate records about their individual learning progress and frequently share this information with families.

Students contribute to maintaining non-instructional records for the class.

Students contribute to regular and ongoing projects designed to engage families in the learning process. |

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.			
4d: Participating in a Professional Community			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked to do so.	Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
Critical Attributes			
The teacher's relationship with colleagues is characterized by negativity or combative-ness. The teacher purposefully avoids contributing to activities promoting professional inquiry. The teacher avoids involvement in school activities and school district and community projects.	The teacher has pleasant relationship with colleagues. When invited, the teacher participates in activities related to professional inquiry. When asked, the teacher participates in school activities, as well as school district and community projects.	The teacher has supportive and collaborative relationships with colleagues. The teacher regularly participates in activities related to professional inquiry. The teacher frequently volunteers to participate in school activities, as well as school district and community projects.	In addition to the characteristics of "proficient." The teacher takes a leadership role in promoting activities related to professional inquiry. The teacher regularly contributes to and over-sees events that positively impact school life. The teacher regularly contributes to and serves as head of significant school district and community projects.
4e: Growing and Developing Professionally			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
Teacher engages in no professional	Teacher participates in professional activities	Teacher seeks out opportunities for	Teacher seeks out opportunities for

development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Teacher finds limited ways to contribute to the profession.	professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.

Critical Attributes

The teacher is not involved in any activity that might enhance knowledge or skill. The teacher purposefully resists discussing performance with supervisors or colleagues. The teacher ignores invitations to join professional organizations or attend conferences.	The teacher participates in professional activities when they are required or when provided by the school district. The teacher reluctantly accepts feedback from supervisors and colleagues. The teacher contributes in a limited fashion to educational professional organizations.	The teacher seeks regular opportunities for continued professional development. The teacher welcomes colleagues and super-visors into the classroom for the purpose of gaining insight from their feedback. The teacher actively participates in professional organizations designed to contribute to the profession.	In addition to the characteristics of "proficient." The teacher seeks regular opportunities for continued professional development, including initiating action research. The teacher actively seeks feedback from supervisors and colleagues. The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.

4f: Showing Professionalism

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school	Teacher is honest in interactions with col-leagues, students, and the public. Teacher attempts, though inconsistently, to serve students. Teacher does not	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality. Teacher is highly proactive in serving students, seeking

practices that result in some students' being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	knowingly contribute to some students' being ill served by the school. Teacher's decisions and recommendations are based on limited but genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision making. Teacher complies fully with school and district regulations.	out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally under- served, are honored in the school. Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with col-leagues.
Critical Attributes			
Teacher is dishonest. Teacher does not notice the needs of students. The teacher engages in practices that are self-serving. The teacher willfully rejects school district regulations.	Teacher is honest. Teacher notices the needs of students but is inconsistent in addressing them. Teacher does not notice that some school practices result in poor conditions for students. Teacher makes decisions professionally but on a limited basis. Teacher complies with school district regulations.	Teacher is honest and known for having high standards of integrity. Teacher actively addresses student needs. Teacher actively works to provide opportunities for student success. Teacher willingly participates in team and departmental decision making. Teacher complies completely with school district regulations.	In addition to the characteristics of "proficient." Teacher is considered a leader in terms of honesty, integrity, and confidentiality. Teacher is highly proactive in serving students. Teacher makes a concerted effort to ensure that opportunities are available for all students to be successful. Teacher takes a leadership role in team and departmental decision making.

			Teacher takes a leadership role regarding school district regulations.
Student Growth 8.1: Establish Team Student Growth Goal(s)			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
The teacher does not collaboratively develop the student growth goal. OR Collaboration does not yield a goal that: • Is informed by **knowledge of students** • Addresses an **essential standard** for the teacher's content and grade level • Require **cognitive or emotional engagement** The teacher undermines team's ability to make and implement team decisions and/or does not follow through with team decisions regarding instruction and assessment.	The teacher collaborates with other grade, school, or district team members to develop the student growth goal. The team uses a single data element to explain how **knowledge of students** informed the goal. The goal addresses an **essential standard** for the teacher's content and grade level. (Goal may not necessarily be the same for all team members.) The goal requires students' **cognitive and emotional engagement**.	The teacher collaborates with other grade, school, or district team members to develop the student growth goal. The team uses multiple data elements to explain how **knowledge of students** informed the goal. The goal addresses an **essential standard** for the teacher's content and grade level. (Goal may not necessarily be the same for all team members.) The goal requires students' **cognitive and emotional engagement**. The teacher follows through with team decisions regarding instruction and assessment.	The teacher collaborates with other grade, school, or district team members to develop the student growth goal. The team uses multiple data elements to explain how **knowledge of students** informed the goal. The goal addresses an **essential standard** for the teacher's content and grade level. (Goal may not necessarily be the same for all team members.) The goal requires students' **cognitive and emotional engagement**. The teacher follows through with team decisions regarding instruction and assessment. The teacher helps develop other team members' capacity to be effective.