# Crosswalk Danielson's Evaluation with EI ECSE Competencies
## *Teacher Set*
## DOMAIN #1: Planning and Preparation

| COMPONENT/ ELEMENTS | EI/ECSE Specialist | EI/ECSE Supervisor |
|---|---|---|
| **1a: Demonstrating knowledge of content and pedagogy**<br><br>• **Knowledge of content and the structure of the discipline**<br>• **Knowledge of prerequisite relationships**<br>• **Knowledge of content related pedagogy** | 3.2 Demonstrates knowledge about family relationships and how a disability can affect those relationships.<br><br>4.1 Knowledge of early childhood and EI/ECSE best practices, as defined by appropriate professional organizations.<br><br>4.5 Understands and uses general and specialized content knowledge for teaching across curricular content areas (i.e., Literacy, Math) to differentiate and provide instruction to address individual needs. | 3.1 Demonstrates knowledge about family relationships and how a disability can affect those relationships.<br><br>4.1 Knowledge of early childhood and EI/ECSE best practices as defined by appropriate professional organizations, and supports the training and implementation of these practices.<br><br>4.3 Understands and ensures use of general and specialized content knowledge for teaching across curricular content areas (i.e., Literacy, Math) to differentiate and provide instruction to address individual needs. |
| **1b: Demonstrating knowledge of students**<br><br>• **Knowledge of child and adolescent development**<br>• **Knowledge of the learning process**<br>• **Knowledge of students' skills, knowledge, and language proficiency**<br>• **Knowledge of students' interests and cultural heritage**<br>• **Knowledge of students' special needs** | 1.1 Knowledge of developmental areas and the typical range of child development within the domains: receptive / expressive language, social-emotional, fine and gross motor, cognitive, and self-help.<br><br>1.2 Knowledge of the impact of culture on an individual's values, beliefs, and behaviors regarding child development.<br><br>1.3 Knowledge of etiology, characteristics, and impact of common developmental disabilities on development and learning.<br><br>1.4 Knowledge of medical conditions and disability characteristics and potential needs and impact on child's development and learning (e.g., mobility, nursing, environmental accommodations).<br><br>1.5 Knowledge of factors that affect the mental health and social-emotional development of infants and young children and the impact on other areas of growth and development.<br><br>1.6 Knowledge of impact of language delays on behavior, cognitive, adaptive, and motor areas of development. | 1.1 Knowledge of developmental areas and the typical range of child development within the domains: receptive / expressive language, social-emotional, fine and gross motor, cognitive, and self-help.<br><br>1.2 Knowledge of the impact of culture on an individual's values, beliefs, and behaviors regarding child development.<br><br>1.3 Knowledge of etiology, characteristics, and impact of common developmental disabilities on development and learning.<br><br>1.4 Knowledge of medical conditions and disability characteristics and potential needs and impact on child's development and learning (e.g., mobility, nursing, environmental accommodations).<br><br>1.5 Knowledge of factors that affect the mental health and social-emotional development of infants and young children and the impact on other areas of growth and development.<br><br>1.6 Knowledge of impact of language delays on behavior, cognitive, adaptive, and motor areas of development. |

| COMPONENT/ELEMENTS | EI/ECSE Specialist | EI/ECSE Supervisor |
|---|---|---|
| **1b: Continued** | 4.5 Understands and uses general and specialized content knowledge for teaching across curricular content areas (i.e., Literacy, Math) to differentiate and provide instruction to address individual needs. | 4.3 Understands and ensures use of general and specialized content knowledge for teaching across curricular content areas (i.e., Literacy, Math) to differentiate and provide instruction to address individual needs. |
| **1c:**<br>**Setting Instructional Outcomes**<br><br>• **Value, sequence, and alignment**<br>• **Clarity**<br>• **Balance**<br>• **Suitability for diverse learners** | 4.5 Understands and uses general and specialized content knowledge for teaching across curricular content areas (i.e., Literacy, Math) to differentiate and provide instruction to address individual needs.<br><br>4.7 Aligns individualized goals with developmental and academic content.<br><br>4.8 Integrates individualized accommodations and supports in all learning environments to support self-advocacy, independence, and active participation in age-appropriate activities (i.e., behavior plans, augmentative communication strategies, adaptive technologies, and equipment).<br><br>4.9 Designs and implements IFSPs based on assessment information. Implementation of IFSP goals occurs through a variety of strategies in classrooms, homes, and community settings. | 4.3 Understands and ensures use of general and specialized content knowledge for teaching across curricular content areas (i.e., Literacy, Math) to differentiate and provide instruction to address individual needs.<br><br>4.4 Knowledge of general and specialized curricula, and the ability to differentiate, to provide instruction to address individual needs. |
| **1d:**<br>**Demonstrating Knowledge**<br><br>• **Resources for classroom use**<br>• **Resources to extend content knowledge and pedagogy**<br>• **Resources for students** | 6.1 Demonstrates knowledge of resources for children, families, and colleagues available through the program, agency, and community.<br><br>6.4 Develops and implements plans to support the successful transition of children from EI to ECSE, ECSE to public school, or during any change in services or setting (i.e., new program, new service provider).<br><br>7.1 Understands how to identify, analyze, and apply evidence based practices and implements them to improve outcomes for children. | 6.1 Demonstrates knowledge of resources for children, families, and colleagues available through the program, agency, and community.<br><br>7.1 Understands how to identify, analyze, and apply evidence based practices to improve outcomes for children and facilitates opportunities for EI/ECSE personnel to learn and implement these strategies. |

| COMPONENT/<br>ELEMENTS | EI/ECSE<br>Specialist | EI/ECSE<br>Supervisor |
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| **1e:**<br>**Designing Coherent Instructions**<br><br>• **Learning Activities**<br>• **Instructional materials and resources**<br>• **Instructional groups Lesson and unit structure** | 4.5 Understands and uses general and specialized content knowledge for teaching across curricular content areas (i.e., Literacy, Math) to differentiate and provide instruction to address individual needs.<br><br>4.6 Uses a variety of evidence based strategies (e.g., activity based instruction, positive behavior intervention and supports, discrete trial, routine based interventions, pivotal response) to systematically implement developmentally and functionally appropriate interventions within general classroom activities and daily routines.<br><br>4.8 Integrates individualized accommodations and supports in all learning environments to support self-advocacy, independence, and active participation in age-appropriate activities (i.e., behavior plans, augmentative communication strategies, adaptive technologies, and equipment). | 4.3 Understands and ensures use of general and specialized content knowledge for teaching across curricular content areas (i.e., Literacy, Math) to differentiate and provide instruction to address individual needs. |

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| COMPONENT/ ELEMENTS | EI/ECSE Specialist | EI/ECSE Supervisor |
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| **1f: Designing Student Assessments** <br><br> • **Congruence with instructional outcomes** <br> • **Criteria and standards** <br> • **Design of formative assessments** <br> • **Use for planning** | 2.1 Knows the functions of different types of assessment tools and selects appropriate assessments (e.g., screening, standardized, curriculum-based) for the following activities: screening; diagnosis; evaluation; curriculum planning; identifying family strengths, resources, and needs; and monitoring progress. <br><br> 2.2 Uses culturally unbiased assessment practices and procedures. <br><br> 2.3 Conducts family interviews in ways that are sensitive to family culture and includes family input, strengths, and priorities as part of the team assessment information**.** <br><br> 2.4 Collects observational information of the child in a variety of authentic environments (i.e., home, classroom, and community settings). <br><br> 2.6 Understands eligibility criteria and is able to interpret, summarize in writing, and effectively communicate assessment results to professionals and family members. <br><br> 2.7 Uses evaluation results to refer children and families to appropriate education, health, and social service agencies. <br><br> 4.10 Develops and applies appropriate systems to regularly monitor child progress and make program changes accordingly (e.g., data collection tools, consistent data collection, review of data for decision making). | 2.1 Knowledge of the functions of different types of assessment tools and selects and administers appropriate measures for intended purposes  (e.g., screening, standardized, curriculum-based). <br><br> 2.2 Ensures use of culturally unbiased assessment practices and procedures. <br><br> 2.3 Ensures family interviews are conducted in ways that are sensitive to family culture and includes family input, strengths, and priorities as part of the team assessment information**.** <br><br> 2.5 Knowledge of eligibility criteria for EI and ECSE according to Oregon Administrative Rules. |

## DOMAIN #2: The Classroom Environment

| COMPONENT/ ELEMENTS | EI/ECSE Specialist | EI/ECSE Supervisor |
|---|---|---|
| **2a: Creating an Environment of Respect and Rapport**<br><br>• **Teacher interaction with students**<br>• **Student interactions with other students** | 3.2 Respects, understands, and is responsive to the family within the context of their culture, ethnicity, and unique family circumstances.<br><br>4.3 Demonstrate positive instructional interactions with children. | 3.2 Respects, understands, and is responsive to the family within the context of their culture, ethnicity, and unique family circumstances. |
| **2b: Establishing a Culture for Learning**<br><br>• **Importance of the content**<br>• **Expectations for learning and achievement**<br>• **Student pride in work** | 4.2 Creates and supports safe, inclusive, and culturally responsive learning environments to engage all children in meaningful learning activities and social interactions with peers. | 4.2 Creates a safe, inclusive, and culturally responsive environment that engages personnel and supports all parents and children in meaningful learning activities and social interactions. |
| **2c: Managing Classroom Procedures**<br><br>• **Management of instructional groups**<br>• **Management of transitions**<br>• **Management of materials and supplies**<br>• **Performance of noninstructional duties**<br>• **Supervision of volunteers and paraprofessionals** | 4.6 Uses a variety of evidence based strategies (e.g., activity based instruction, positive behavior intervention and supports, discrete trial, routine based interventions, pivotal response) to systematically implement developmentally and functionally appropriate interventions within general classroom activities and daily routines.<br><br>5.2 Manages daily responsibilities such as scheduling meetings, assigning tasks, supervising activities, and following through with assignments to effectively utilize time and resources (i.e., including education assistants and related service personnel). | 5.5 Manages daily responsibilities such as scheduling meetings, assigning tasks, supervising activities, and following through with assignments to effectively utilize time and resources. |
| **2d: Managing Student Behavior**<br><br>• **Expectations**<br>• **Monitoring of student behavior**<br>• **Response to student misbehavior** | 1.5 Knowledge of factors that affect the mental health and social-emotional development of infants and young children and understands the impact on other areas of growth and development.<br><br>4.6 Uses a variety of evidence based strategies (e.g., activity based instruction, positive behavior intervention and supports, discrete trial, routine based interventions, pivotal response) to systematically implement developmentally and functionally appropriate interventions within general classroom activities and daily routines. | 1.5 Knowledge of factors that affect the mental health and social-emotional development of infants and young children and the impact on other areas of growth and development. |

| COMPONENT/<br>ELEMENTS | EI/ECSE<br>Specialist | EI/ECSE<br>Supervisor |
|---|---|---|
| **2e:**<br>**Organizing Physical Space**<br><br>• **Safety and accessibility**<br>• **Arrangement of furniture and use of physical resources** | 1.4 Knowledge of medical conditions and disability characteristics and potential needs and impact on child's development and learning (e.g., mobility, nursing, environmental accommodations).<br><br>4.2 Creates and supports safe, inclusive, and culturally responsive learning environments to engage all children in meaningful learning activities and social interactions with peers. | 1.4 Knowledge of medical conditions and disability characteristics and potential needs and impact on child's development and learning (e.g., mobility, nursing, environmental accommodations).<br><br>4.2 Creates a safe, inclusive, and culturally responsive environment that engages personnel and supports all parents and children in meaningful learning activities and social interactions. |

# DOMAIN #3: Instruction

| COMPONENT/<br>ELEMENTS | EI/ECSE<br>Specialist | EI/ECSE<br>Supervisor |
|---|---|---|
| **3a:**<br>**Communicating with Students**<br><br>• **Expectations for learning**<br>• **Directions and procedures**<br>• **Explanations of content**<br>• **Use of oral and written language** | 4.3 Demonstrate positive instructional interactions with children.<br><br>4.8 Integrates individualized accommodations and supports in all learning environments to support self-advocacy, independence, and active participation in age-appropriate activities (i.e., behavior plans, augmentative communication strategies, adaptive technologies, and equipment). | |
| **3b:**<br>**Using Questioning and Discussion Techniques**<br><br>• **Quality of questions**<br>• **Discussion techniques**<br>• **Student participation** | 4.2 Creates and supports safe, inclusive, and culturally responsive learning environments to engage all children in meaningful learning activities and social interactions with peers.<br><br>4.6 Uses a variety of evidence based strategies (e.g., activity based instruction, positive behavior intervention and supports, discrete trial, routine based interventions, pivotal response) to systematically implement developmentally and functionally appropriate interventions within general classroom activities and daily routines.<br><br>4.8 Integrates individualized accommodations and supports in all learning environments to support self-advocacy, independence, and active participation in age-appropriate activities (i.e., behavior plans, augmentative communication strategies, adaptive technologies, and equipment). | 4.2 Creates a safe, inclusive, and culturally responsive environment that engages personnel and supports all parents and children in meaningful learning activities and social interactions. |

| COMPONENT/<br>ELEMENTS | EI/ECSE<br>Specialist | EI/ECSE<br>Supervisor |
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| **3c:**<br>**Engaging Students in Learning**<br><br>• **Activities and assignments**<br>• **Grouping of students**<br>• **Instructional materials and resources**<br>• **Structure and pacing** | 4.6 Uses a variety of evidence based strategies (e.g., activity based instruction, positive behavior intervention and supports, discrete trial, routine based interventions, pivotal response) to systematically implement developmentally and functionally appropriate interventions within general classroom activities and daily routines.<br><br>4.8 Integrates individualized accommodations and supports in all learning environments to support self-advocacy, independence, and active participation in age-appropriate activities (i.e., behavior plans, augmentative communication strategies, adaptive technologies, and equipment). | |
| **3d:**<br>**Using Assessment in Instruction**<br><br>• **Assessment criteria**<br>• **Monitoring of student learning**<br>• **Feedback to students**<br>• **Student self-assessment and monitoring of progress** | 4.9 Designs and implements IFSPs based on assessment information. Implementation of IFSP goals occurs through a variety of strategies in classrooms, homes, and community settings.<br><br>4.10 Develops and applies appropriate systems to regularly monitor child progress and make program changes accordingly (e.g., data collection tools, consistent data collection, review of data for decision making). | |
| **3e:**<br>**Demonstrating Flexibility and Responsiveness**<br><br>• **Lesson adjustment**<br>• **Response to students**<br>• **Persistence** | 3.6 Is sensitive and flexible in approaches to support families in their participation regarding identification, implementation, and evaluation of child and family outcomes/goals.<br><br>4.6 Uses a variety of evidence based strategies (e.g., activity based instruction, positive behavior intervention and supports, discrete trial, routine based interventions, pivotal response) to systematically implement developmentally and functionally appropriate interventions within general classroom activities and daily routines.<br><br>4.7 Aligns individualized goals with developmental and academic content. | 3.4 Ensures program as a whole actively engages families in all aspects of service delivery including home and classroom activities, practices, and procedures. |

## *Teacher Set*

## DOMAIN #4: Professionalism

| COMPONENT/<br>ELEMENTS | EI/ECSE<br>Specialist | EI/ECSE<br>Supervisor |
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| **4a:**<br>**Reflecting on Teaching**<br><br>• **Accuracy**<br>• **Use in future teaching** | 8.1 Reflects on practices for the purpose of targeting goals and specifying steps to ensure ongoing personal professional growth.<br><br>8.3 Receives performance feedback in a professional manner and uses the information to improve practice.<br><br>8.4 Participates in ongoing professional learning and inservice training.<br><br>8.5 Adheres to a code of professional ethics as identified by licensure agency, professional organization, and/or employer. | 8.1 Reflects on practices for the purpose of targeting goals and specifying steps to ensure ongoing personal professional growth.<br><br>8.5 Adheres to a code of professional ethics as identified by licensure agency, professional organization, and/or employer. |
| **4b:**<br>**Maintaining Accurate Records**<br><br>• **Student completion of assignments**<br>• **Student progress in learning**<br>• **Noninstructional records** | 4.10 Develops and applies appropriate systems to regularly monitor child progress and make program changes accordingly (i.e., data collection tools, consistent data collection, review of data for decision making). | |

| COMPONENT/<br>ELEMENTS | EI/ECSE<br>Specialist | EI/ECSE<br>Supervisor |
|---|---|---|
| **4c:**<br>**Communicating with Families**<br><br>• **Information about the instructional program**<br>• **Information about individual students**<br>• **Engagement of families in the instructional program** | 3.1 Demonstrates ability to apply family guided services and work in a partnership with families, mutually exploring options, soliciting input about what they want for their child, and respecting choices.<br><br>3.3 Respects, understands and is responsive to the family within the context of their culture, ethnicity, and unique family circumstances.<br><br>3.4 Advocates for families in addressing their concerns and priorities (e.g., providing information; accessing inclusive settings, community resources and services; identifying appropriate goals and teaching strategies).<br><br>3.5 Actively engages families in the design and implementation of home and classroom activities and routines.<br><br>3.6 Is sensitive and flexible in approaches to support families in their participation regarding identification, implementation, and evaluation of child and family outcomes/goals.<br><br>3.7 Communicates effectively with families regarding daily activities, their child's program, and responds to family questions in a timely manner.<br><br>3.8 Assists families to embed goals/objectives into daily activities and routines at home and other community settings. | 3.2 Respects, understands and is responsive to the family within the context of their culture, ethnicity, and unique family circumstances.<br><br>3.3 Advocates for families in addressing their concerns and priorities (e.g., providing information; accessing inclusive settings, community resources and services; identifying appropriate goals and teaching strategies).<br><br>3.4 Ensures program as a whole, actively engages families in all aspects of service delivery including home and classroom activities, practices, and procedures.<br><br>3.5 Communicates effectively with families and responds to their questions in a timely manner.<br><br>. |

| COMPONENT/<br>ELEMENTS | EI/ECSE<br>Specialist | EI/ECSE<br>Supervisor |
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| **4d:**<br>**Participating in a Professional Community**<br><br>• **Relationships with colleagues**<br>• **Involvement in a culture of professional inquiry**<br>• **Service to the school**<br>• **Participation in school and district projects** | 4.11 Collaborates, consults, and provides coaching to community partners, families, and staff on how to implement specific programs, routines, and procedures with children, individually and in groups.<br><br>4.12 Understands different team formats (i.e., multidisciplinary & trans-disciplinary), their strengths and limitations, and has the ability to take on various roles as a collaborative team member.<br><br>6.2 Demonstrates good communication skills and applies productive problem solving strategies as a collaborative team member.<br><br>8.2 Collaborates with others to establish professional goals, and facilitates their attainment (e.g., shares appropriate resources and supports to improve practices). | 4.5 Understands different team formats (i.e., multidisciplinary & trans-disciplinary), their strengths and limitations, and has the ability to take on various roles as a collaborative team member.<br><br>6.2 Demonstrates good communication skills and applies productive problem solving strategies as a collaborative team member.<br>.<br>8.5 Provides supervision to EI/ECSE personnel; supporting reflective practices and providing guidance for professional growth and development (e.g., assists in identifying appropriate goals, shares appropriate resources and supports to improve practices). |

| COMPONENT/<br>ELEMENTS | EI/ECSE<br>Specialist | EI/ECSE<br>Supervisor |
|---|---|---|
| **4e:**<br>**Growing and Developing Professionally**<br><br>• **Enhancement of content knowledge and pedagogical skill**<br>• **Receptivity to feedback from colleagues**<br>• **Service to the profession** | 7.2 Contributes to body of knowledge in field by participation in professional organizations, studies, sharing of evaluation data, writing and/or presenting information/experiences.<br><br>8.1 Reflects on practices for the purpose of targeting goals and specifying steps to ensure ongoing personal professional growth.<br><br>8.2 Collaborates with others to establish professional goals, and facilitates their attainment (e.g., shares appropriate resources and supports to improve practices).<br><br>8.4 Participates in ongoing professional learning and inservice training. | 7.2 Contributes to body of knowledge in field by participation in professional organizations, studies, sharing of evaluation data, writing and/or presenting information/experiences.<br><br>8.1 Reflects on practices for the purpose of targeting goals and specifying steps to ensure ongoing personal professional growth.<br><br>8.2 Actively seeks performance feedback and uses the information to improve practice.<br><br>8.3 Participates in ongoing professional learning and inservice training. |
| **4f:**<br>**Showing Professionalism**<br><br>• **Integrity and ethical conduct**<br>• **Service to students**<br>• **Advocacy**<br>• **Decision making**<br>• **Compliance with school and district regulations** | 2.5 Demonstrates confidentiality with respect to assessment information, records, and family issues.<br><br>5.1 Knowledge of contractor's/subcontractor's vision, goals, guidelines, and operating procedures which drive services for children and families.<br><br>5.2 Manages daily responsibilities such as scheduling meetings, assigning tasks, supervising activities, and following through with assignments to effectively utilize time and resources (i.e., including education assistants and related service personnel).<br><br>6.1 Demonstrates knowledge of resources for children, families, and colleagues available through the program, agency, and community.<br><br>8.5 Adheres to a code of professional ethics as identified by licensure agency, professional organization, and/or employer. | 2.4 Demonstrates confidentiality with respect to assessment information, records, and family issues.<br><br>5.2 Knowledge of contractor's/subcontractor's vision, goals, guidelines, and operating procedures which drive services for children and families.<br><br>5.5 Manages daily responsibilities such as scheduling meetings, assigning tasks, supervising activities, and following through with assignments to effectively utilize time and resources.<br><br>6.1 Demonstrates knowledge of resources for children, families, and colleagues available through the program, agency, and community.<br><br>8.4 Adheres to a code of professional ethics as identified by licensure agency, professional organization, and/or employer. |

# APPENDIX 2

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| | | | ***TEACHER*** | | |
| | | | ***DOMAIN #1: Planning and Preparation*** | | |
| **COMPONENT** | **ELEMENT** | **1**<br>**UNSATISFACTORY**<br>**Does Not Meet Standards** | **2**<br>**BASIC**<br>**Improvement Necessary** | **3**<br>**PROFICIENT**<br>**Effective** | **4**<br>**DISTINGUISHED**<br>**Highly Effective** |
| **1a:**<br>**Demonstrating knowledge of content and pedagogy** | **Knowledge of content and the structure of the discipline** | In planning and practice, teacher makes content errors or does not correct errors made by students. | Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another. | Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. | Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines |
| | **Knowledge of prerequisite relationships** | Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. | 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 accurate understanding of prerequisite relationships among topics and concepts. | Teachers' plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. |
| | **Knowledge of content related pedagogy** | Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. | Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students. | Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. | Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. |
| **1b:**<br>**Demonstrating knowledge of students** | **Knowledge of child and adolescent development** | Teacher displays little or no knowledge of the developmental characteristics of the age group. | Teacher displays partial knowledge of the developmental characteristics of the age group. | Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. | In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patters, teacher displays knowledge of the extent to which individual students follow the general patterns. |
| | **Knowledge of the learning process** | Teacher sees no value in understanding how students learn and does not seek such information. | Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated. | Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students. | Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students. |

## TEACHER

### DOMAIN #1: Planning and Preparation

| COMPONENT | ELEMENT | 1<br>UNSATISFACTORY<br>Does Not Meet Standards | 2<br>BASIC<br>Improvement Necessary | 3<br>PROFICIENT<br>Effective | 4<br>DISTINGUISHED<br>Highly Effective |
|---|---|---|---|---|---|
| | Knowledge of students' skills, knowledge, and language proficiency | Teacher displays little or no knowledge of student's skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable. | Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole. | Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students. | Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information. |
| | Knowledge of students' interests and cultural heritage | Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable. | Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole. | Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students. | Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students. |
| | Knowledge of students' special needs | Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important. | Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate. | Teacher is aware of students' special learning and medical needs. | Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources. |
| 1c:<br>Setting Instructional Outcomes | Value, sequence, and alignment | Outcomes represent low expectations for students and lack of rigor.  They do not reflect important learning in the discipline or a connection to a sequence of learning. | Outcomes represent moderately high expectations and rigor.  Some reflect important learning in the discipline and at least some connection to a sequence of learning. | Most outcomes represent high expectations and rigor and important learning in the discipline.  They are connected to a sequence of learning. | All outcomes represent high expectations and rigor and important learning in the discipline.  They are connected to a sequence of learning both in the discipline and in related disciplines. |
| | Clarity | Outcomes are either not clear or are stated as activities, not as student learning.  Outcomes do not permit viable methods of assessment. | Outcomes are only moderately clear or consist of a combination of outcomes and activities.  Some outcomes do not permit viable methods of assessment. | All the instructional outcomes are clear, written in the form of student learning.  Most suggest viable methods of assessment. | All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. |
| | Balance | Outcomes reflect only one type of learning and only one discipline or strand. | Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. | Outcomes reflect several different types of learning and opportunities for coordination. | Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration. |

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| | | **DOMAIN #1: Planning and Preparation** | | | |
| **COMPONENT** | **ELEMENT** | **1**<br>**UNSATISFACTORY**<br>**Does Not Meet Standards** | **2**<br>**BASIC**<br>**Improvement Necessary** | **3**<br>**PROFICIENT**<br>**Effective** | **4**<br>**DISTINGUISHED**<br>**Highly Effective** |
| | **Suitability for diverse learners** | Outcomes are not suitable for the class or are not based on any assessment of student needs. | Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning. | Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated. | Outcomes are based on a comprehensive assessment of student learning and take into account eh varying needs of individual students or groups. |
| **1d: Demonstrating Knowledge** | **Resources for classroom use** | Teacher is unaware of resources for classroom use available through the school or district. | Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly. | Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet. | Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. |
| | **Resources to extend content knowledge and pedagogy** | Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district. | Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly. | Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet. | Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. |
| | **Resources for students** | Teacher is unaware of resources for students available through the school or district. | Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly. | Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet. | Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community and on the Internet. |

# TEACHER

## DOMAIN #1: Planning and Preparation

| COMPONENT | ELEMENT | 1<br>UNSATISFACTORY<br>Does Not Meet Standards | 2<br>BASIC<br>Improvement Necessary | 3<br>PROFICIENT<br>Effective | 4<br>DISTINGUISHED<br>Highly Effective |
|---|---|---|---|---|---|
| 1e:<br>Designing<br>Coherent<br>Instruction | Learning<br>Activities | Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity. | Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students. | All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students. | Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. |
|  | Instructional<br>materials and<br>resources | Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning. | Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning. | All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. | All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting to adapting materials. |
|  | Instructional<br>groups | Instructional groups do not support the instructional outcomes and offer no variety. | Instructional groups partially support the instructional outcomes, with an effort at providing some variety. | Instructional groups are varied as appropriate to the students and the different instructional outcomes. | Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups. |
|  | Lesson and unit<br>structure | The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic. | The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable. | The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations. | The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent. |

# *TEACHER*

## *DOMAIN #1: Planning and Preparation*

| COMPONENT | ELEMENT | 1<br>UNSATISFACTORY<br>Does Not Meet Standards | 2<br>BASIC<br>Improvement Necessary | 3<br>PROFICIENT<br>Effective | 4<br>DISTINGUISHED<br>Highly Effective |
|---|---|---|---|---|---|
| **1f:**<br>**Designing**<br>**Student**<br>**Assessments** | **Congruence with instructional outcomes** | Assessment procedures are not congruent with instructional outcomes. | Some of the instructional outcomes are assessed through the proposed approach, but many are not. | All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students. | Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed. |
| | **Criteria and standards** | Proposed approach contains no criteria or standards. | Assessment criteria and standards have been developed, but they are not clear. | Assessment criteria and standards are clear. | Assessment criteria and standards are clear; there is evidence that the students contributed to their development. |
| | **Design of formative assessments** | Teacher has no plan to incorporate formative assessment in the lesson or unit. | Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. | Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used. | Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. |
| | **Use for planning** | Teacher has no plans to use assessment results in designing future instruction. | Teacher plans to use assessment results to plan for future instruction for the class as a whole. | Teacher plans to use assessment results to plan for future instruction for groups of students. | Teacher plans to use assessment results to plan future instruction for individual students. |

# TEACHER

## DOMAIN #2: The Classroom Environment

| COMPONENT | ELEMENT | 1<br>UNSATISFACTORY<br>Does Not Meet Standards | 2<br>BASIC<br>Improvement Necessary | 3<br>PROFICIENT<br>Effective | 4<br>DISTINGUISHED<br>Highly Effective |
|---|---|---|---|---|---|
| **2a:**<br>**Creating an Environment of Respect and Rapport** | **Teacher interaction with students** | Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher. | Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher. | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher. | Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information. |
| | **Student interactions with other students** | Student interactions are characterized by conflict, sarcasm, or put-downs. | Students do not demonstrate disrespect for one another. | Student interactions are generally polite and respectful. | Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed. |
| **2b:**<br>**Establishing a Culture for Learning** | **Importance of the content** | Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others. | Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students. | Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value. | Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content. |
| | **Expectations for learning and achievement** | Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students. | Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement. | Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students. | Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. |
| | **Student pride in work** | Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work. | Students minimally accept the responsibility to do good work but invest little of their energy into its quality. | Students accept the teacher's insistence on work of high quality and demonstrate pride in that work. | Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers. |

## TEACHER

### DOMAIN #2: The Classroom Environment

| COMPONENT | ELEMENT | 1<br>UNSATISFACTORY<br>Does Not Meet Standards | 2<br>BASIC<br>Improvement Necessary | 3<br>PROFICIENT<br>Effective | 4<br>DISTINGUISHED<br>Highly Effective |
|---|---|---|---|---|---|
| 2c:<br>Managing<br>Classroom<br>Procedures | Management of instructional groups | Students not working with the teacher are not productively engaged in learning. | Students in only some groups are productively engaged in learning while unsupervised by the teacher. | Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher. | Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity. |
| | Management of transitions | Transitions are chaotic, with much time lost between activities or lesson segments. | Only some transitions are efficient, resulting in some loss of instructional time. | Transitions occur smoothly, with little loss of instructional time. | Transitions are seamless, with students assuming responsibility in ensuring their efficient operation. |
| | Management of materials and supplies | Materials and supplies are handled inefficiently, resulting in significant loss of instructional time. | Routines for handling materials and supplies function moderately well, but with some loss of instructional time. | Routines for handling materials and supplies occur smoothly, with little loss of instructional time. | Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation. |
| | Performance of noninstructional duties | Considerable instructional time is lost in performing noninstructional duties. | Systems for performing noninstructional duties are only fairly efficient, resulting in some loss of instructional time. | Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time. | Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation. |
| | Supervision of volunteers and paraprofessionals | Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time. | Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision. | Volunteers and paraprofessionals are productively and independently engaged during the entire class. | Volunteers and paraprofessionals make a substantive contribution to the classroom environment. |
| 2d:<br>Managing<br>Student<br>Behavior | Expectations | No standards of conduct appear to have been established, or students are confused as to what the standards are. | Standards of conduct appear to have been established and most students seem to understand them. | Standards of conduct are clear to all students. | Standards of conduct are clear to all students and appear to have been developed with student participation. |

## TEACHER

### DOMAIN #2: The Classroom Environment

| COMPONENT | ELEMENT | 1<br>UNSATISFACTORY<br>Does Not Meet Standards | 2<br>BASIC<br>Improvement Necessary | 3<br>PROFICIENT<br>Effective | 4<br>DISTINGUISHED<br>Highly Effective |
|---|---|---|---|---|---|
| | **Monitoring of student behavior** | Student behavior is not monitored, and teacher is unaware of what the students are doing. | Teacher is generally aware of student behavior but may miss the activities of some students. | Teacher is alert to student behavior at all times. | Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully. |
| | **Response to student misbehavior** | Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity. | Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules. | Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate. | Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate. |
| **2e:<br>Organizing Physical Space** | **Safety and accessibility** | The classroom is unsafe, or learning is not accessible to some students. | The classroom is safe, and at least essential learning is accessible to most students. | The classroom is safe, and learning is equally accessible to all students. | The classroom is safe, and students themselves ensure that all learning is equally accessible to all students. |
| | **Arrangement of furniture and use of physical resources** | The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources. | Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness. | Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities. | Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning. |

# TEACHER

## DOMAIN #3: Instruction

| COMPONENT | ELEMENT | 1 UNSATISFACTORY Does Not Meet Standards | 2 BASIC Improvement Necessary | 3 PROFICIENT Effective | 4 DISTINGUISHED Highly Effective |
|---|---|---|---|---|---|
| 3a: Communicating with Students | Expectations for learning | Teacher's purpose in a lesson or unit is unclear to students. | Teacher attempts to explain the instructional purpose, with limited success. | Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. | Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests. |
| | Directions and procedures | Teacher's directions and procedures are confusing to students. | Teacher's directions and procedures are clarified after initial student confusion. | Teacher's directions and procedures are clear to students. | Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding. |
| | Explanations of content | Teacher's explanation of the content is unclear or confusing or uses inappropriate language. | Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow. | Teacher's explanation of content is appropriate and connects with students' knowledge and experience. | Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers. |
| | Use of oral and written language | Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused. | Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds. | Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. | Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies. |
| 3b: Using Questioning and Discussion Techniques | Quality of questions | Teacher's questions are virtually all of poor quality with low cognitive challenge and single correct responses, and they are asked in rapid succession. | Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response. | Most of the teacher's questions are of high quality. Adequate time is provided for students to respond. | Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. |
| | Discussion techniques | Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. | Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results. | Teacher creates a genuine discussion among students, stepping aside when appropriate. | Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. |

## TEACHER

### DOMAIN #3: Instruction

| COMPONENT | ELEMENT | 1<br>UNSATISFACTORY<br>Does Not Meet Standards | 2<br>BASIC<br>Improvement Necessary | 3<br>PROFICIENT<br>Effective | 4<br>DISTINGUISHED<br>Highly Effective |
|---|---|---|---|---|---|
| | **Student participation** | A few students dominate the discussion. | Teacher attempts to engage all students in the discussion, but with only limited success. | Teacher successfully engages all students in the discussion. | Students themselves ensure that all voices are heard in the discussion. |
| **3c:<br>Engaging Students in Learning** | **Activities and assignments** | Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them. | Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged. | Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content. | All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding. |
| | **Grouping of students** | Instructional groups are inappropriate to the students or to the instructional outcomes. | Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson. | Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. | Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups. |
| | **Instructional materials and resources** | Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally. | Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them. | Instructional materials and resources are suitable to the instructional purposes and engage students mentally. | Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning. |
| | **Structure and pacing** | The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both. | The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. | The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate. | The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students. |

# TEACHER

## DOMAIN #3: Instruction

| COMPONENT | ELEMENT | 1<br>UNSATISFACTORY<br>Does Not Meet Standards | 2<br>BASIC<br>Improvement Necessary | 3<br>PROFICIENT<br>Effective | 4<br>DISTINGUISHED<br>Highly Effective |
|---|---|---|---|---|---|
| **3d:**<br>**Using**<br>**Assessment in**<br>**Instruction** | **Assessment criteria** | Students are not aware of the criteria and performance standards by which their work will be evaluated. | Students know some of the criteria and performance standards by which their work will be evaluated. | Students are fully aware of the criteria and performance standards by which their work will be evaluated. | Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. |
| | **Monitoring of student learning** | Teacher does not monitor student learning in the curriculum. | Teacher monitors the progress of the class as a whole but elicits no diagnostic information. | Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information. | Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students. |
| | **Feedback to students** | Teacher's feedback to students is of poor quality and not provided in a timely manner. | Teacher's feedback to students is uneven, and its timeliness is inconsistent. | Teacher's feedback to students is timely and of consistently high quality. | Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning. |
| | **Student self-assessment and monitoring of progress** | Students do not engage in self-assessment or monitoring of progress. | Students occasionally assess the quality of their own work against the assessment criteria and performance standards. | Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. | Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning. |
| **3e:**<br>**Demonstrating**<br>**Flexibility and**<br>**Responsiveness** | **Lesson adjustment** | Teacher adheres rigidly to an instructional plan, even when a change is clearly needed. | Teacher attempts to adjust a lesson when needed, with only partially successful results. | Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly. | Teacher successfully makes a major adjustment to a lesson when needed. |
| | **Response to students** | Teacher ignores or brushes aside students' questions or interests. | Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted. | Teacher successfully accommodates students' questions or interests. | Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event. |

### TEACHER

### DOMAIN #3: Instruction

| COMPONENT | ELEMENT | 1<br>UNSATISFACTORY<br>Does Not Meet Standards | 2<br>BASIC<br>Improvement Necessary | 3<br>PROFICIENT<br>Effective | 4<br>DISTINGUISHED<br>Highly Effective |
|---|---|---|---|---|---|
| | **Persistence** | When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment. | Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on. | Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies. | Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school. |

# TEACHER

## DOMAIN #4: Professional Responsibilities

| COMPONENT | ELEMENT | 1<br>UNSATISFACTORY<br>Does Not Meet Standards | 2<br>BASIC<br>Improvement Necessary | 3<br>PROFICIENT<br>Effective | 4<br>DISTINGUISHED<br>Highly Effective |
|---|---|---|---|---|---|
| **4a:**<br>**Reflecting on Teaching** | **Accuracy** | Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. | Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. | 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 thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. |
| | **Use in future teaching** | Teacher has no suggestions for how a lesson could be improved another time the lesson is taught. | Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught. | Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. | Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. |
| **4b:**<br>**Maintaining Accurate Records** | **Student completion of assignments** | Teacher's system for maintaining information on student completion of assignments is in disarray. | Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective. | Teacher's system for maintaining information on student completion of assignments is fully effective. | Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records. |
| | **Student progress in learning** | Teacher has no system for maintaining information on student progress in learning, or the system is in disarray. | Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective. | Teacher's system for maintaining information on student progress in learning is fully effective. | Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records. |
| | **Noninstructional records** | Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion. | Teacher's records for noninstructional activities are adequate, but they require frequent monitoring to avoid errors. | Teacher's system for maintaining information on noninstructional activities is fully effective. | Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance. |

## TEACHER

## DOMAIN #4: Professional Responsibilities

| COMPONENT | ELEMENT | 1<br>UNSATISFACTORY<br>Does Not Meet Standards | 2<br>BASIC<br>Improvement Necessary | 3<br>PROFICIENT<br>Effective | 4<br>DISTINGUISHED<br>Highly Effective |
|---|---|---|---|---|---|
| 4c:<br>Communicating with Families | Information about the instructional program | Teacher provides little or no information about the instructional program to families. | Teacher participates in the school's activities for family communication but offers little additional information. | Teacher provides frequent information to families, as appropriate, about the instructional program. | Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families. |
| | Information about individual students | Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students. | Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms. | Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns. | Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity. |
| | Engagement of families in the instructional program | Teacher makes no attempt to engage families in the instructional program or such efforts are inappropriate. | Teacher makes modest and partially successful attempts to engage families in the instructional program. | Teacher's efforts to engage families in the instructional program are frequent and successful. | Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation. |
| 4d:<br>Participating in a Professional Community | Relationships with colleagues | Teacher's relationships with colleagues are negative or self-serving. | Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. | Relationships with colleagues are characterized by mutual support and cooperation. | Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty. |
| | Involvement in a culture of professional inquiry | Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved. | Teacher becomes involved in the school's culture of inquiry when invited to do so. | Teacher actively participates in a culture of professional inquiry. | Teacher takes a leadership role in promoting a culture of professional inquiry. |

# TEACHER

## DOMAIN #4: Professional Responsibilities

| COMPONENT | ELEMENT | 1<br>UNSATISFACTORY<br>Does Not Meet Standards | 2<br>BASIC<br>Improvement Necessary | 3<br>PROFICIENT<br>Effective | 4<br>DISTINGUISHED<br>Highly Effective |
|---|---|---|---|---|---|
| | **Service to the school** | Teacher avoids becoming involved in school events. | Teacher participates in school events when specifically asked. | Teacher volunteers to participate in school events, making a substantial contribution. | Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life. |
| | **Participation in school and district projects** | Teacher avoids becoming involved in school and district projects. | Teacher participates in school and district projects with specifically asked. | Teacher volunteers to participate in school and district projects, making a substantial contribution. | Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project. |
| **4e:<br>Growing and Developing Professionally** | **Enhancement of content knowledge and pedagogical skill** | Teacher engages in no professional development activities to enhance knowledge or skill. | Teacher participates in professional activities to a limited extent when they are convenient. | Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. | Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. |
| | **Receptivity to feedback from colleagues** | Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. | Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. | Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. | Teacher seeks out feedback on teaching from both supervisors and colleagues. |
| | **Service to the profession** | Teacher makes no effort to share knowledge with others or to assume professional responsibilities. | Teacher finds limited ways to contribute to the profession. | Teacher participates actively in assisting other educators. | Teacher initiates important activities to contribute to the profession. |
| **4f:<br>Showing Professionalism** | **Integrity and ethical conduct** | Teacher displays dishonesty in interactions with colleagues, students, and the public. | Teacher is honest in interactions with colleagues, students, and the public. | Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. | Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. |

# TEACHER

## DOMAIN #4: Professional Responsibilities

| COMPONENT | ELEMENT | 1<br>UNSATISFACTORY<br>Does Not Meet Standards | 2<br>BASIC<br>Improvement Necessary | 3<br>PROFICIENT<br>Effective | 4<br>DISTINGUISHED<br>Highly Effective |
|---|---|---|---|---|---|
| | **Service to students** | Teacher is not alert to students' needs. | Teacher's attempts to serve students are inconsistent. | Teacher is active in serving students. | Teacher is highly proactive in serving students, seeking out resources when needed. |
| | **Advocacy** | Teacher contributes to school practices that result in some students being ill served by the school. | Teacher does not knowingly contribute to some students being ill served by the school. | Teacher works to ensure that all students receive a fair opportunity to succeed. | Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. |
| | **Decision making** | Teacher makes decisions and recommendations based on self-serving interests. | Teacher's decisions and recommendations are based on limited though genuinely professional considerations. | Teacher maintains an open mind and participates in team or departmental decision making. | Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. |
| | **Compliance with school and district regulations** | Teacher does not comply with school and district regulations. | Teacher complies minimally with school and district regulations, doing just enough to get by. | Teacher complies fully with school and district regulations. | Teacher complies fully with school and district regulations, taking a leadership role with colleagues. |