PROFESSIONAL RESPONSIBILITIES

Indicator	Developing	Effective	Accomplished
Contributions and Collaboration	• Meeting occasionally with colleagues to share ideas about teaching and students • Occasionally suggests an idea aimed at improving the school • Can articulate the importance of professional development	• Collaborates with colleagues to plan units, share teaching ideas, and look at student work • Contributes ideas and expertise to the overall mission of the school • Participates in professional development aligned with professional goals	• Meets frequently with colleagues to plan unites, share ideas, and analyze interim assessments • Frequently contributes valuable ideas and expertise that further the school's mission • Participates in professional development activities aligned with goals and student needs • Shares expertise with other professionals, schools or community members.
Openness	• Listens to feedback and suggestions	• Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism	• Actively seeks out feedback and suggestions and uses them to improve performance

PLANNING AND PREPARATION FOR LEARNING

Indicator	Developing	Effective	Accomplished
Knowledge of Content and Development	• Teacher is aware of developmental stages of students • Teacher understands content area	• Teacher identifies the developmental stage of individual students. • Teacher understands content area and its relationship with other disciplines	• Teacher presents material appropriate for the developmental stage of individual students. • Teacher links content area to other disciplines.
Goals and Lesson Structure	• Plans lessons with unit goals in mind • The unit has a recognizable structure • Time allocations are considered	• Designs lessons focused on measureable outcomes aligned with goals • The unit has a clearly defined structure that activities are organized around • Time allocations are reasonable	• Designs lessons with clear, measureable goals closely aligned with standards and unit outcomes • The unit's structure is clear and allows for different strategies according to student needs • Time allocations and pacing are appropriate
Using Assessment Data to Plan	• Teacher uses assessment results to plan for the class as a whole	• Teachers uses assessment results to plan for individuals and groups of students	• Students are aware of their progress on assessments and participate in a plan for continued success
Differentiation and Resources	• Teacher designs lessons with a plan to accommodate special needs students • Some of the materials and resources support the instructional goals and engage some of the students in meaningful learning	• Teacher designs lessons that target diverse learning needs, styles, and interests • All materials and resources support the instructional goals, and engage most of the students in meaningful learning	• Teacher designs lessons that break down complex tasks and address all learning needs, styles and interests • All materials and resources support the instructional goals and engage all students in meaningful learning

INSTRUCTIONAL METHODS

Indicator	Developing	Effective	Accomplished
Develop Student Understanding and Mastery of Lesson Objectives	• Lesson objectives convey what students are learning; and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable • Objectives and their importance for students are stated, but not in a student- friendly manner • Lesson builds on prior knowledge and some students are able to make this connection • Organization of the lesson is sometimes connected to mastery of objective	• Lesson objectives are specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson • Objectives are communicated in a student- friendly manner • Lesson builds on students' prior knowledge and makes this connection evident to students • Lesson is well- organized to move students towards mastery of the objective	• Lesson objectives are specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson • Students can explain what they are learning and why it is important, beyond repeating the stated objective • Teacher effectively engages prior knowledge of students. Students demonstrate through work or comments that they understand this connection • Lesson is well- organized to move students towards mastery of the objective
Demonstrate and Clearly Communicate Content Knowledge to Students	• Teacher delivers content that is factually correct • Content is somewhat clear and well-organized • Teacher sometimes restates or rephrases instruction in multiple ways • Teacher vaguely emphasizes main ideas, and students are sometimes confused about key takeaways • Explanations are sometimes developmentally appropriate	• Teacher demonstrates content knowledge and delivers content that is factually correct • Content is clear, concise and well organized • Teacher restates and rephrases instruction in multiple ways • Teacher emphasizes key points or main ideas in content • Teacher uses developmentally appropriate language and explanations	• Teacher fully explains concepts in as direct and organized a manner as possible, while still achieving student understanding • Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest • Explanations spark student excitement and interest in the content • Students participate in each other's learning of content through collaboration • Students ask higher- order questions and make connections independently
Engage Students in Academic Content	• Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content • Teacher's attempt to modify instruction for lower skilled students is limited or not always effective • Students appear to actively listen, but have limited participation in discussions	• Teacher provides multiple ways of engaging with content, all aligned to the lesson objective • Teacher sustains the attention of the class by maintaining a dynamic presence • Students demonstrate that they are working hard and are deeply active rather than passive	• Teacher provides differentiated ways to engage with content that promotes student mastery of the objective • The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do

Check for Understanding	• Teacher sometimes checks for understanding of content • Teacher provides limited wait time after posing a question for students to think and respond • Teacher sometimes allows students to "opt out" of checks for understanding without cycling back to these students	• Teacher uses a variety of methods to check for understanding • Teacher uses wait time effectively after posing a question • Teacher cycles back to students to check for understanding	• Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses • Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking
Modify Instruction As Needed	• Teacher sometimes attempts to make adjustments to instruction • Teacher may primarily respond to misunderstandings by using teacher-driven explanations when student-driven techniques could have been more effective	• Teacher makes appropriate adjustments to instruction based on checks for understanding that lead to increases understanding for most students • Teacher responds to misunderstandings with effective scaffolding techniques • Teacher uses different techniques if the first try is not successful	• Teacher anticipates student misunderstandings and preemptively addresses them • Teacher modifies instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement
Develop Higher Level of Understanding through Rigorous Instruction	• Lesson accessible or challenging for some students • Questions sometimes are effective in developing higher-level understanding (too complex or confusing) • While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate	• Lesson is accessible and challenging to almost all students • Teacher frequently develops higher-level understanding through effective questioning • Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding • Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning	• Lesson is accessible and challenging to all students • Students are able to answer higher-level questions with meaningful responses • Students pose higher-level questions to the teacher and to each other • Teacher highlights examples of student work that meets high expectations; Insists and motivates students to improve • Teacher provides students with additional opportunities to apply and build skills beyond expected lesson elements
Set High Expectations for Academic Success	Teacher sometimes encourages students to persist • Teacher sets high expectations for some • Students occasionally spend time off-task • Some students hesitate to ask for help	• Teacher shows patience and helps students to persist even when faced with difficult material • Teacher sets high expectations for students of all levels • Students are comfortable asking questions or risking answering incorrectly • Teacher celebrates and displays high quality academic work	• Students participate in forming academic goals for themselves and analyzing their progress • Students are invested in their work and value academic success as evidenced by their effort and quality of their work • Student comments and actions demonstrate that they are excited about their work and understand why it is important

CLASSROOM MANAGEMENT

Indicator	Developing	Effective	Accomplished
Classroom Culture	• Teacher creates classroom rules or norms • Teacher knows that diverse cultures impact his or her students • Teacher holds high expectations of students	• Teacher establishes a positive and supportive learning environment • Teacher counteracts stereotypes and acknowledge the contributions of all cultures • Teacher is aware of diversity in the classroom and its impact on student's development and attitudes • Teacher communicates high expectations for all students • Teacher invites participation from all students. It is evident the teacher values different backgrounds and experiences.	• Students and teacher establish and maintain a positive and supportive learning environment • Teacher and students counteract stereotypes and acknowledge the contributions of all cultures • Teacher's instruction incorporates diversity • Students communicate high expectations for themselves and for each other • Students invite participation from one another because they value different backgrounds and experiences
Routines	• Class sometimes starts a few minutes late • Routines, transitions, and procedures are in place, but require significant teacher direction • Students sometimes are left without meaningful work to keep them engaged • Disruptive behaviors and off-task conversations sometimes occur	• Class starts on- time • Routines, transitions, and procedures are well- executed. • Students know what they are supposed to be doing and when with minimal prompting from the teacher • Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) • Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective • Disruptive behaviors and off-task conversations are rare	• All students are on-task and know what they are supposed to be doing and when without prompting from the teacher • Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)
Soft Skills	• Tries to get students to be responsible for their actions, but many lack self- discipline	• Develops students' self-discipline and teaches them to take responsibility for their own actions	• Successfully develops students' self- discipline, self- confidence, and a sense of responsibility

ASSESSMENT

Indicator	Developing	Effective	Accomplished
Designing Assessments	• Teacher sometimes creates assessments before each unit begins • Assessments are sometimes clear and well-laid out • Teacher uses limited types of assessments	• Teacher creates assessments before each unit begins • Assessments are mostly clear and well-laid out • Teacher uses a small variety of assessments	• Teacher creates assessments well in advance that align with the semester framework • Assessments have clear instructions and layout • Teacher designs different types of assessments
Assessment Matches	• Assessment rarely reflects the instructional content and the specific content standards • Teacher rarely allocates an appropriate amount of instructional time prior to assessment	• Assessment somewhat reflects the instructional content and the specific content standards • Teacher sometimes allocates an appropriate amount of instructional time prior to assessment	• Assessment reflects the instructional content and the specific content standards • Teacher allocates an appropriate amount of instructional time prior to assessment
Analysis and Reflection	• Teacher rarely works with colleagues to collaborate assessment data, fine tune teaching and help struggling students • Teacher does not refer students for support • Teacher rarely makes time to reflect on assessment, review results, check validity, or revise as needed	• Teacher sometimes works with colleagues to collaborate assessment data, fine tune teaching and help struggling students • Teacher sometimes refers students who need specialized diagnosis to appropriate services • Teacher sometimes reflects on assessment, reviews results, checks validity, and revises as needed	• Teacher works with colleagues to collaborate assessment data, fine tune teaching and help struggling students • Teacher makes sure that students who need specialized diagnosis receive appropriate services immediately • Teacher reflects on assessment, reviews results, checks validity, and revises as needed