

Domain 1

Domain 1: PLANNING AND PREPARATION

Component 1a: Demonstrating Knowledge of Students

Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency
• Knowledge of students' interest and cultural heritage • Knowledge of students' diverse needs

ELEMENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
Knowledge of child and adolescent development	Teacher displays little or no knowledge of the developmental characteristics of the age group and the impact of race and culture.	Teacher displays partial knowledge of the developmental characteristics of the age group and the impact of race and culture.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, including the impact of race and culture, as well as exceptions to the general patterns.	In addition to accurate and extensive knowledge of the typical developmental characteristics of the age group including the impact of race and culture and exceptions to the general patterns, 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 from diverse backgrounds and experiences learn and does not seek such information.	Teacher recognizes the value of knowing how students from diverse backgrounds and experiences learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students from diverse backgrounds and experiences learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups and some individual students.	Teacher displays extensive and subtle understanding of how students from diverse backgrounds and experiences learn and consistently applies this knowledge to individual students and groups.
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' 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 and some individual students.	Teacher consistently 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 and some individual students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
Knowledge of students' diverse needs	Teacher displays little or no understanding of students' individual medical, linguistic, and diverse learning needs, or why such knowledge is important.	Teacher displays responsiveness to the importance of knowing students' individual medical, linguistic, and diverse learning needs, but such knowledge may be incomplete or inaccurate.	Teacher displays responsiveness to students' individual medical, linguistic, and diverse learning needs.	Teacher possesses, and displays responsiveness to, information about each student's individual medical, linguistic, and diverse learning needs, collecting such information from a variety of sources.

Domain 1: PLANNING AND PREPARATION

Component 1b: Demonstrating Knowledge of Standards, Content, and Pedagogy

Elements: Knowledge of standards, content, and pedagogy • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy

ELEMENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
Knowledge of standards, content, and pedagogy	Teacher lacks knowledge of standards, makes content errors, or does not correct errors made by students.	Teacher is familiar with the standards and the important concepts in the subject matter, but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the standards, the important concepts in the subject matter, and how these relate to one another.	Teacher displays extensive knowledge of the standards and the important concepts in the subject matter and how these relate both to one another and to other subjects.
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.	Teacher's 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 appropriate to student learning of the content. Teacher is unaware of the educational impact of race and culture and does not attempt to adjust curriculum accordingly.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not appropriate to the discipline or to the students. Teacher is aware of the educational impact of race and culture and attempts to adjust curriculum accordingly.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. Teacher recognizes the educational impact of race and culture and sufficiently adapts curriculum to reflect racial and cultural diversity.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. Teacher recognizes the educational impact of race and culture and adapts curriculum to reflect racial and cultural diversity. Teacher is fluent in the use of culturally responsive strategies that produce equitable outcomes.

Domain 1: PLANNING AND PREPARATION

Component 1c: Setting Instructional Outcomes

Elements: Value, sequence, and alignment • Clarity • Balance • Appropriateness for diverse learners

ELEMENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
Value, sequence, and alignment	Planned 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.	Planned 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 planned outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All planned 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	Planned outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Planned 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 planned outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the planned outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Balance	Planned outcomes reflect only one type of learning and only one discipline or strand.	Planned outcomes reflect several types of learning, but teacher has made no attempt to coordination of integration.	Planned outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, planned outcomes reflect several different types of learning and opportunities for both coordination and integration.
Appropriateness for diverse learners	Planned outcomes are not appropriate for the class or are not based on any assessment of student needs.	Most of the planned outcomes are appropriate for most of the students in the class based on global assessments of student learning.	Most of the planned outcomes are appropriate for all students in the class and are based on evidence of student proficiency and is responsive to the varying needs of individual students and groups.	Planned outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students and groups.

Domain 1

Domain 1: PLANNING AND PREPARATION

Component 1d: Demonstrating Knowledge of Resources

Elements: Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students

ELEMENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
Resources for classroom use	Teacher is unaware of resources that appropriately reflect the ethnic and racial identity of the students for classroom use available through the school or district.	Teacher displays awareness of resources that appropriately reflect the ethnic and racial identity of the students available for classroom use through the school or district but no knowledge or resources available more broadly.	Teacher displays awareness of resources that appropriately reflect the ethnic and racial identity of the students 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 appropriately reflect the ethnic and racial identity of the students.
Resources to extend content knowledge and pedagogy	Teacher is unaware of resources that appropriately reflect the ethnic and racial identity of the students to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources that appropriately reflect the ethnic and racial identity of the students 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 that appropriately reflect the ethnic and racial identity of the students 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 that appropriately reflect the ethnic and racial identity of the students 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. Resources do not appropriately reflect the ethnic and racial identity of the students.	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly. Resources may not appropriately reflect the ethnic and racial identity of the students.	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. Resources appropriately reflect the ethnic and racial identity of the students.	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet. Resources appropriately reflect the ethnic and racial identity of the students.

Domain 1: PLANNING AND PREPARATION

Component 1e: Designing Coherent Instruction

Elements: Learning Activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

ELEMENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
Learning activities	Learning activities are not appropriate to students or to instructional outcomes and are not designed to engage students in active intellectual activity. Learning activities do not appropriately reflect ethnic and racial diversity.	Only some of the learning activities are appropriate to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students. Learning activities partially reflect ethnic and racial diversity.	All of the learning activities are appropriate for students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students. Learning activities appropriately reflect ethnic and racial diversity.	Learning activities are highly appropriate for 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. Learning activities appropriately reflect ethnic and racial diversity.
Instructional materials and resources	Materials and resources are not appropriate for students and do not support the instructional outcomes or engage students in meaningful learning. The teacher does not draw from diverse human resources.	Some of the materials and resources are appropriate to students, support the instructional outcomes, and engage students in meaningful learning. The teacher minimally draws from diverse human resources, from those within the classroom community to those from the multiple perspectives of the community at large.	All of the materials and resources are appropriate to students, support the instructional outcomes, reflect ethnic and racial diversity, and are designed to engage students in meaningful learning. The teacher draws from a variety of diverse human resources, from those within the classroom community to those from the multiple perspectives of the community at large.	All of the materials and resources are appropriate to students, support the instructional outcomes, reflect ethnic and racial diversity, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials. The teacher draws from a variety of diverse human resources, from those within the classroom community to those from the multiple perspectives of the community at large.

Instructional 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 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.

Domain 1: PLANNING AND PREPARATION

Component 1f: Designing Student Assessments

Elements: Alignment with instructional outcomes • Criteria and standards • Design of formative assessments • Use of assessment results for planning

ELEMENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
Alignment with instructional outcomes	Assessment procedures are not aligned with instructional outcomes.	Some of the instructional outcomes align with the proposed approach to assessment, but many are not.	All the instructional outcomes align with 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 of assessment results 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 and some individual students.	Teacher plans to use assessment results to plan future instruction for individual students.

Domain 2

Domain 2: THE CLASSROOM ENVIRONMENT

Component 2a: Establishing a Caring Environment

Elements: Teacher interaction with students • Student interactions with other students

ELEMENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
Teacher interactions with students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Teacher does not intentionally and respectfully engage students.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Teacher intentionally and respectfully engages some students.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Teacher intentionally and respectfully engages all students.	Teacher-student interactions reflect genuine respect and caring for individual students and groups. Teacher intentionally and respectfully engages all students.
Student interaction 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.	Student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students.	Student interactions reflect genuine caring and respect for individuals as well as groups of students. Such interactions are appropriate to the age and cultures of students. Students intentionally and respectfully engage each other.

Domain 2

Domain 2: THE CLASSROOM ENVIRONMENT

Component 2b: Establishing a Learning Culture

Elements: Importance of the content • Expectations for learning and achievement • Teacher creates environment that promotes pride in work

ELEMENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
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 do not reflect the ethnic and racial diversity of the community, and convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions minimally reflect the ethnic and racial diversity of the community, and convey only modest expectations for student learning and achievement.	Instructional outcomes, activities, assignments, and classroom interactions appropriately reflect the ethnic and racial diversity of the community, and convey high expectations for all students.	Instructional outcomes, activities and assignments, and classroom interactions appropriately reflect the ethnic and racial diversity of the community, and convey high expectations for all students. Students appear to have internalized these expectations.
Teacher creates environment that promotes pride in work	Teacher creates an environment that allows students to 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.	Teacher creates an environment that allows students to minimally accept the responsibility to do good work but invest little of their energy into its quality.	Teacher insists on work of high quality and students demonstrate pride in their work.	Teacher insists that students attend to detail. Teacher creates an environment in which students take obvious pride in their work, initiating improvements on their own and/or helping peers.

Domain 2

Domain 2: THE CLASSROOM ENVIRONMENT

Component 2c: Managing Classroom Procedures

Elements: Management of instructional groups • Management of transitions • Management of materials and supplies
• Performance of non-instructional duties • Management of volunteers and paraprofessionals

ELEMENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
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 responsibility in ensuring their efficient operation.
Performance of non-instructional duties	Considerable instructional time is lost performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Management 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 and may co-facilitate activities.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment and actively co-facilitates activities.

Domain 2

Domain 2: THE CLASSROOM ENVIRONMENT

Component 2d: Managing Student Behavior

Elements: Expectations • Monitoring of student behavior • Response to student misbehavior

ELEMENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
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.
Monitoring of student behavior	Student behavior is not monitored, and teacher is unaware of what the students are doing. Teacher over identifies misbehavior of students from a particular racial or ethnic group.	Teacher is generally aware of student behavior but may miss the activities of some students. Teacher may over identify student misbehavior from a particular racial or ethnic group.	Teacher is alert to student behavior at all times. Teacher identifies and incorporates the various communication styles of students from various racial or ethnic groups.	Monitoring by teacher is subtle and preventive. Teacher identifies and incorporates the various communication styles of students from various racial or ethnic groups. 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, does not respect student's dignity and/or the racial and cultural diversity of students.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules. Teacher has inconsistent responses to students from particular racial or ethnic groups.	Teacher response to misbehavior is appropriate and successful; teacher respects the dignity and racial and cultural diversity of students. Student behavior is generally appropriate.	Teacher response to misbehavior is highly effective, sensitive to students' individual needs, respects the dignity and racial and cultural diversity of students, or student behavior is entirely appropriate.

Domain 2

Domain 2: THE CLASSROOM ENVIRONMENT

Component 2e: Organizing Physical Space

Elements: Safety and accessibility • Arrangement of furniture and use of physical resources

ELEMENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
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 equitably accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equitably 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 advocate their learning.

Domain 3

Domain 3: INSTRUCTION

Component 3a: Communicating with Students

Elements: Expectations for learning communicated to students • Directions and procedures • Explanations of content • Use of oral and written language • Knowledge of students' diverse needs

ELEMENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
Expectations for learning communicated to students	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's instructional 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. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear. Vocabulary is appropriate to the students' ages, backgrounds, and interests.	Teacher's spoken and written language is clear. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

Domain 3: INSTRUCTION

Component 3b: Using Questioning and Discussion Techniques

Elements: Quality of questions • Discussion techniques • Student engagement • Knowledge of students' diverse needs

ELEMENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct response, 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 authentic discussion rather than recitation, with uneven results.	Teacher facilitates an authentic discussion amongst students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student engagement	Teacher engages only a few students in discussion.	Teacher employs strategies to engage all students in the discussion, but with only limited success.	Teacher successfully employs strategies to engage all students in the classroom.	Teacher effectively employs strategies so that students themselves ensure that all voices are heard in the discussion.
Knowledge of students' diverse needs	Teacher's questioning and discussion techniques display little or no understanding of students' individual medical, linguistic, and diverse learning needs, or why such knowledge is important.	Teacher's questioning and discussion techniques displays responsiveness to the importance of knowing students' individual medical, linguistic, and diverse learning needs, but such knowledge may be incomplete or inaccurate.	Teacher's questioning and discussion techniques display responsiveness to students' individual medical, linguistic, and diverse learning needs.	Teacher possesses, and questioning and discussion techniques display responsiveness to, information about each student's individual medical, linguistic, and diverse learning needs, collecting such information from a variety of sources.

Domain 3: INSTRUCTION

Component 3c: Engaging Students in Learning

Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing • Knowledge of students' diverse needs

ELEMENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
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, flexible, and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive, flexible 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 inappropriate to the instructional purposes or do not engage students. The teacher makes no effort to incorporate resources that reflect the racial and cultural diversity of the students.	Instructional materials and resources are only partially appropriate to the instructional purposes, or students are only partially mentally engaged with them. The teacher makes minimal effort to incorporate resources that appropriately reflect the racial and cultural diversity of the students.	Instructional materials and resources are appropriate to the instructional purposes, engage students and appropriately reflect the racial and cultural diversity of the students.	Instructional materials and resources are appropriate to the instructional purposes, appropriately reflect the racial and cultural diversity of the students, 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.
Knowledge of students' diverse needs	Teacher's activities and assignments display little or no understanding of students' individual medical, linguistic, and diverse learning needs, or why such knowledge is important.	Teacher's activities and assignments display responsiveness to the importance of knowing students' individual medical, linguistic, and diverse learning needs, but such knowledge may be incomplete or inaccurate.	Teacher's activities and assignments display responsiveness to students' individual medical, linguistic, and diverse learning needs.	Teacher possesses, and activities and assignments display responsiveness to, information about each student's individual medical, linguistic, and diverse learning needs, collecting such information from a variety of sources.

Domain 3

Domain 3: INSTRUCTION

Component 3d: Using Assessment in Instruction

Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress • Knowledge of students' diverse needs

ELEMENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
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 formative information.	Teacher monitors the progress of groups of students in the curriculum, making use of formative assessment to elicit information.	Teacher actively and systematically elicits formative 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.

Knowledge of students' diverse needs	Teacher's assessment practices display little or no understanding of students' individual medical, linguistic, and diverse learning needs, or why such knowledge is important.	Teacher's assessment practices display responsiveness to the importance of knowing students' individual medical, linguistic, and diverse learning needs, but such knowledge may be incomplete or inaccurate.	Teacher's assessment practices display responsiveness to students' individual medical, linguistic, and diverse learning needs.	Teacher possesses, and assessment practices display responsiveness to, information about each student's individual medical, linguistic, and diverse learning needs, collecting such information from a variety of sources.
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Domain 3

Domain 3: INSTRUCTION

Component 3e: Demonstrating Flexibility and Responsiveness

Elements: Lesson adjustment • Response to students • Persistence • Knowledge of students' diverse needs

ELEMENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
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 has inconsistent responses to questions from students of racial and diverse groups.	Teacher response to students' questions/ or interests is appropriate, consistent, successful, and respects their racial and cultural diversity.	Teacher response to students' questions/interests is appropriate, consistent, successful, and respects their racial and cultural diversity. Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the students 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.
Knowledge of students' diverse needs	Teacher displays little or no understanding of students' individual medical, linguistic, and diverse learning needs, or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' individual medical, linguistic, and diverse learning needs, but such knowledge may be incomplete or inaccurate.	Teacher displays flexibility and responsiveness to students' individual, medical, linguistic, and diverse learning needs.	Teacher possesses, and displays flexibility and responsiveness to, information about each student's individual medical, linguistic, and diverse learning needs, collecting such information from a variety of sources.

Domain 4

Domain 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

Elements: Accuracy • Use in future teaching

ELEMENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
Accuracy	Teacher does not know whether a lesson was effective, including its cultural responsiveness, 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, including its cultural responsiveness, and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness, including its cultural responsiveness, 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, including its cultural responsiveness, and the extent to which it achieved its instructional outcomes, citing may 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, including elements of culturally responsive teaching practices.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught, including elements of culturally responsive teaching practices.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught, including elements of culturally responsive teaching practices.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, including elements of culturally responsive teaching practices, complete with the probable success of different courses of action.

Domain 4

Domain 4: PROFESSIONAL RESPONSIBILITIES

Component 4b: Maintaining Accurate Records

Elements: Student completion of assignments • Student progress in learning • Non-instructional records

ELEMENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
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.
Non-instructional records (including, but not limited to permission slips, family phone call log, PD certificates, etc.)	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.

Domain 4

Domain 4: PROFESSIONAL RESPONSIBILITIES

Component 4c: Communicating with Families

Elements: Information about the instructional program • Information about individual students • Engagement of families in the instructional program

ELEMENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
Information about the instruction 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 regularly provides information to families, as appropriate, about the instructional program.	Teacher regularly provides information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information about individual students	Teachers 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 no attempt to pursue proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program. Teacher makes modest and partially successful attempts to pursue proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds.	Teacher's effort to engage families in the instructional program are regular and persistent. Teacher pursues proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds.	Teacher's efforts to engage families in the instructional program are regular and persistent. Teacher pursues proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds. Students contribute ideas for projects that could be enhanced by family participation.

Domain 4

Domain 4: PROFESSIONAL RESPONSIBILITIES

Component 4d: Participating in a Professional Community

Elements: Relationships with colleagues • Involvement in a culture of professional inquiry • Participation in school and district activities

ELEMENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
Relationships with colleagues	Teacher does not maintain cooperative relationships with colleagues to fulfill duties that the school or district requires. Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cooperative relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation to fulfill the duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation to fulfill duties that the school or district requires. 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 makes no attempts to analyze student group performance in order to eliminate disparities.	Teacher becomes involved in the school's culture of inquiry when invited to do so. Teacher makes modest and partially effective attempts to analyze student group performance in order to eliminate disparities.	Teacher actively participates in a culture of professional inquiry. Teacher regularly analyzes student group performance in order to eliminate disparities.	Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher regularly analyzes student group performance in order to eliminate disparities.
Participation in school and district activities	Teacher avoids becoming involved in school and district activities.	Teacher participates in school and district activities when specifically asked.	Teacher volunteers to participate in school and district activities, 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 activity.

Domain 4

Domain 4: PROFESSIONAL RESPONSIBILITIES

Component 4e: Growing and Developing Professionally

Elements: Enhancement of content knowledge and pedagogical skill • Receptivity to feedback

ELEMENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
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. The teacher pursues culturally responsive trainings to improve instructional practice.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher pursues and applies culturally responsive trainings to improve instructional practice.
Receptivity to feedback	Teacher resists feedback.	Teacher accepts feedback, with some reluctance.	Teacher welcomes feedback and incorporates it into practice.	Teacher seeks out feedback, incorporating it into practice.

Domain 4

Domain 4: PROFESSIONAL RESPONSIBILITIES

Component 4f: Demonstrating Professionalism

Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Adherence to school and district regulations

ELEMENT	LEVEL OF PERFORMANCE			
	Does Not Meet	Area For Growth	Effective	Highly Effective
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.
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 advocates to ensure that all students receive equitable access to the educational program.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, receive equitable access to the educational program.
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 uses race and culture as a lens to ensure decisions do not have an adverse impact on certain groups of students.	Teacher adheres fully with school and district regulations, taking a leadership role with colleagues. Teacher uses race and culture as a lens to ensure decisions do not have an adverse impact on certain groups of students.
Adherence to school and district regulations	Teacher does not adhere to school and district regulations.	Teacher adheres minimally to school and district regulations, doing just enough to get by.	Teacher adheres fully to school and district regulations.	Teacher adheres fully to school and district regulations, taking a leadership role with colleagues.