

**Criterion #1 EXPECTATION: The teacher communicates high expectations for student learning.**

<b>1.1 The teacher develops, aligns, and communicates clear learning targets/ (daily) goals with scales (long-term) that communicate high expectations for learning.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher has a learning target/goal posted so that all students can see it</li> <li>○ The learning target/goal is a clear statement of knowledge or skill as opposed to an activity or assignment</li> <li>○ Teacher makes reference to the learning target/goal throughout the lesson</li> <li>○ Teacher has a scale or rubric that relates to the learning target/goal posted so that all students can see it</li> <li>○ Teacher makes reference to the scale or rubric throughout the lesson</li> </ul>		<ul style="list-style-type: none"> <li>○ When asked, students can explain the learning target/goal for the lesson</li> <li>○ When asked, students can explain how their current activities relate to the learning target/goal</li> <li>○ When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Provides a clearly stated learning target/goal accompanied by a scale or rubric that describes levels of performance.	Provides a clearly stated learning target/goal accompanied by a scale or rubric that describes levels of performance and monitors students' understanding of the learning target/goal and the levels of performance.	Adapts and creates new strategies for unique student needs and situations.

<b>1.2 The teacher provides opportunities for students to self-reflect and track progress toward learning goals.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher helps students track their individual progress on the learning goal</li> <li>○ Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal</li> <li>○ Teacher charts the progress of the entire class on the learning goal</li> </ul>		<ul style="list-style-type: none"> <li>○ When asked, students can describe their status relative to the learning goal using the scale or rubric</li> <li>○ Students systematically update their status on the learning goal</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Facilitates tracking of student progress using a formative approach to assessment.	Facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which students understand their level of performance.	Adapts and creates new strategies for unique student needs and situations.

<b>1.3 The teacher celebrates student success.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher acknowledges students who have achieved a certain score on the scale or rubric</li> <li>○ Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal</li> <li>○ Teacher acknowledges and celebrates the final status and progress of the entire class</li> <li>○ Teacher uses a variety of ways to celebrate success                             <ul style="list-style-type: none"> <li>• Show of hands</li> <li>• Certification of success</li> <li>• Parent notification</li> <li>• Round of applause</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>○ Student show signs of pride regarding their accomplishments in the class</li> <li>○ When asked, students say they want to continue to make progress</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status.	Adapts and creates new strategies for unique student needs and situations.

**Criterion #2 INSTRUCTION: The teacher uses research-based instructional practices to meet the needs of all students.**

**2.1 The teacher helps students effectively interact with new knowledge.**

<b>2.1.1 The teacher identifies critical information.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher begins the lesson by explaining why upcoming content is important</li> <li>○ Teacher tells students to get ready for some important information</li> <li>○ Teacher cues the importance of upcoming information in some indirect fashion                             <ul style="list-style-type: none"> <li>• Tone of voice</li> <li>• Body position</li> <li>• Level of excitement</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>○ When asked, students can describe the level of importance of the information addressed in class</li> <li>○ When asked, students can explain why the content is important to pay attention to</li> <li>○ Students visibly adjust their level of engagement</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Signals to students which content is critical versus non-critical.	Signals to students which content is critical versus non-critical and monitors the extent to which students are attending to critical information.	Adapts and creates new strategies for unique student needs and situations.

<b>2.1.2 The teacher organizes students to interact with new knowledge.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher has established routines for student grouping and student interaction in groups</li> <li>○ Teacher organizes students into ad hoc groups for the lesson                             <ul style="list-style-type: none"> <li>• Diads</li> <li>• Triads</li> <li>• Small groups up to about 5</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>○ Students move to groups in an orderly fashion</li> <li>○ Students appear to understand expectations about appropriate behavior in groups                             <ul style="list-style-type: none"> <li>• Respect opinions of others</li> <li>• Add their perspective to discussions</li> <li>• Ask and answer questions</li> </ul> </li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Organizes students into small groups to facilitate the processing of new knowledge.	Organizes students into small groups to facilitate the processing of new knowledge and monitors group processing.	Adapts and creates new strategies for unique student needs and situations.

<b>2.1.3 The teacher previews new content.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher uses preview question before reading</li> <li>○ Teacher uses K-W-L strategy or variation of it</li> <li>○ Teacher asks or reminds students what they already know about the topic</li> <li>○ Teacher provides an advanced organizer                             <ul style="list-style-type: none"> <li>• Outline</li> <li>• Graphic organizer</li> </ul> </li> <li>○ Teacher has students brainstorm</li> <li>○ Teacher uses anticipation guide</li> <li>○ Teacher uses motivational hook/launching activity                             <ul style="list-style-type: none"> <li>• Anecdotes</li> <li>• Short selection from video</li> </ul> </li> <li>○ Teacher uses word splash activity to connect vocabulary to upcoming content</li> </ul>		<ul style="list-style-type: none"> <li>○ When asked, student can explain linkages with prior knowledge</li> <li>○ When asked, students make predictions about upcoming content</li> <li>○ When asked, students can provide a purpose for what they are about to learn</li> <li>○ Students actively engage in previewing activities</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed.	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed and monitors the extent to which students are making linkages.	Adapts and creates new strategies for unique student needs and situations.

<b>2.1.4 The teacher breaks content into small chunks.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher stops at strategic points in a verbal presentation</li> <li>○ While playing a video tape, the teacher turns the tape off at key junctures</li> <li>○ While providing a demonstration, the teacher stops at strategic points</li> <li>○ While students are reading information or stories orally as a class, the teacher stops at strategic points</li> </ul>		<ul style="list-style-type: none"> <li>○ When asked, students can explain why the teacher is stopping at various points</li> <li>○ Students appear to know what is expected of them when the teacher stops at strategic points</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Breaks input experiences into small chunks based on student needs.	Breaks input experiences into small chunks based on student needs and monitors the extent to which chunks are appropriate.	Adapts and creates new strategies for unique student needs and situations.

<b>2.1.5 Students actively process new information.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher has group members summarize new information</li> <li>○ Teacher employs formal group processing strategies               <ul style="list-style-type: none"> <li>• Jigsaw</li> <li>• Reciprocal Teaching</li> <li>• Concept attainment</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>○ When asked, students can explain what they have just learned</li> <li>○ Students volunteer predictions</li> <li>○ Students voluntarily ask clarification questions</li> <li>○ Groups are actively discussing the content               <ul style="list-style-type: none"> <li>• Group members ask each other and answer questions about the information</li> <li>• Group members make predictions about what they expect next</li> </ul> </li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Engages students in summarizing, predicting, and questioning activities.	Engages students in summarizing, predicting, and questioning activities and monitor the extent to which the activities enhance students' understanding.	Adapts and creates new strategies for unique student needs and situations.

<b>2.1.6 Students elaborate on new information.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher asks explicit questions that require students to make elaborative inferences about the content</li> <li>○ Teacher asks students to explain and defend their inferences</li> <li>○ Teacher presents situations or problems that require inferences</li> </ul>		<ul style="list-style-type: none"> <li>○ Students volunteer answers to inferential questions</li> <li>○ Students provide explanations and “proofs” for inferences</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Engages students in answering inferential questions.	Engages students in answering inferential questions and monitors the extent to which students elaborate on what was explicitly taught.	Adapts and creates new strategies for unique student needs and situations.

<b>2.1.7 Students record and represent knowledge.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher asks students to summarize the information they have learned</li> <li>○ Teacher asks students to generate notes that identify critical information in the content</li> <li>○ Teacher asks students to create nonlinguistic representations for new content               <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Pictures</li> <li>• Pictographs</li> <li>• Flow charts</li> </ul> </li> <li>○ Teacher asks students to create mnemonics that organize the content</li> </ul>		<ul style="list-style-type: none"> <li>○ Students' summaries and notes include critical content</li> <li>○ Students' nonlinguistic representation include critical content</li> <li>○ When asked, students can explain main points of the lesson</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways and monitors the extent to which this enhances students' understanding.	Adapts and creates new strategies for unique student needs and situations.

<b>2.1.8 Students reflect on their learning.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher asks students to state or record what they are clear about and what they are confused about</li> <li>○ Teacher asks students to state or record how hard they tried</li> <li>○ Teacher asks students to state or record what they might have done to enhance their learning</li> </ul>		<ul style="list-style-type: none"> <li>○ When asked, students can explain what they are clear about and what they are confused about</li> <li>○ When asked, students can describe how hard they tried</li> <li>○ When asked, students can explain what they could have done to enhance their learning</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Engages students in reflecting on their own learning and the learning process.	Engages students in reflecting on their own learning and the learning process and monitors the extent to which students self-assess their understanding and effort.	Adapts and creates new strategies for unique student needs and situations.

**2.2 The teacher helps students to practice and deepen their understanding of new knowledge.**

<b>2.2.1. The teacher reviews content with students and highlights critical information.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher begins the lesson with a brief review of content</li> <li>○ Teacher uses specific strategies to review information               <ul style="list-style-type: none"> <li>• Summary</li> <li>• Problem that must be solved using previous information</li> <li>• Questions that require a review of content</li> <li>• Demonstration</li> <li>• Brief practice test or exercise</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>○ When asked, students can describe the previous content on which new lesson is based</li> <li>○ Student responses to class activities indicate that they recall previous content</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Engages students in a brief review of content that highlights the critical information.	Engages students in a brief review of content that highlights the critical information and monitors the extent to which students can recall and describe previous content.	Adapts and creates new strategies for unique student needs and situations.

<b>2.2.2 The teacher organizes students to practice and deepen knowledge.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content</li> <li>○ Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process</li> </ul>		<ul style="list-style-type: none"> <li>○ When asked, students explain how the group work supports their learning</li> <li>○ While in groups, students interact in explicit ways to deepen their knowledge of informational content or, practice a skill, strategy, or process               <ul style="list-style-type: none"> <li>• Asking each other questions</li> <li>• Obtaining feedback from their peers</li> </ul> </li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Organizes students into groups to practice and deepen their knowledge.	Organizes students into groups to practice and deepen their knowledge and monitors the extent to which the group work extends their learning.	Adapts and creates new strategies for unique student needs and situations.

<b>2.2.3 The teacher uses homework when appropriate.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher communicates a clear purpose for homework</li> <li>○ Teacher extends an activity that was begun in class to provide students with more time</li> <li>○ Teacher assigns a well crafted homework assignment that allows students to practice and deepen their knowledge independently</li> </ul>		<ul style="list-style-type: none"> <li>○ When asked, students can describe how the homework assignment will deepen their understanding of informational content or, help them practice a skill, strategy, or process</li> <li>○ Students ask clarifying questions of the homework that help them understand its purpose</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of information or, practice a skill, strategy, or process.	When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of information or, practice a skill, strategy, or process and monitors the extent to which students understand the homework.	Adapts and creates new strategies for unique student needs and situations.

<b>2.2.4 Students examine similarities and differences (informational content).</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher engages students in activities that require students to examine similarities and differences between content               <ul style="list-style-type: none"> <li>• Comparison activities</li> <li>• Classifying activities</li> <li>• Analogy activities</li> <li>• Metaphor activities</li> </ul> </li> <li>○ Teacher facilitates the use of these activities to help students deepen their understanding of content               <ul style="list-style-type: none"> <li>• Ask students to summarize what they have learned from the activity</li> <li>• Ask students to explain how the activity has added to their understanding</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>○ Student artifacts indicate that their knowledge has been extended as a result of the activity</li> <li>○ When asked, about the activity, student responses indicate that they have deepened their understanding</li> <li>○ When asked, students can explain similarities and differences</li> <li>○ Student artifacts indicate that they can identify similarities and differences</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	When content is informational, engages students in activities that require them to examine similarities and differences.	When content is informational, engages students in activities that require them to examine similarities and differences and monitors the extent to which the students are deepening their knowledge.	Adapts and creates new strategies for unique student needs and situations.

<b>2.2.5 Students examine errors in reasoning (informational content).</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher asks students to examine information for errors or informal fallacies               <ul style="list-style-type: none"> <li>• Faulty logic</li> <li>• Attacks</li> <li>• Weak reference</li> <li>• Misinformation</li> </ul> </li> <li>○ Teacher asks students to examine the strength of support presented for a claim               <ul style="list-style-type: none"> <li>• Statement of a clear claim</li> <li>• Evidence for the claim presented</li> <li>• Qualifiers presented showing exceptions to the claim</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>○ When asked, students can describe errors or informal fallacies in information</li> <li>○ When asked, students can explain the overall structure of an argument presented to support a claim</li> <li>○ Student artifacts indicate that they can identify errors in reasoning.</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them.	When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them and monitors the extent to which students are deepening their knowledge.	Adapts and creates new strategies for unique student needs and situations.

<b>2.2.6 Students practice skills, strategies, and processes.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process               <ul style="list-style-type: none"> <li>• Guided practice if students cannot perform the skill, strategy, or process independently</li> <li>• Independent practice if students can perform the skill, strategy, or process independently</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>○ Students perform the skill, strategy, or process with increased confidence</li> <li>○ Students perform the skill, strategy, or process with increased competence</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	When content involves a skill, strategy, or process engages students in practice activities.	When content involves a skill, strategy, or process engages students in practice activities and monitors the extent to which the practice is increasing student fluency.	Adapts and creates new strategies for unique student needs and situations.

<b>2.2.7 Students make revisions to prior knowledge.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher asks students to examine previous entries in their academic notebooks or notes</li> <li>○ The teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content</li> <li>○ Teacher has students explain how their understanding has changed</li> </ul>		<ul style="list-style-type: none"> <li>○ Students make corrections to information previously recorded about content</li> <li>○ When asked, students can explain previous errors or misconceptions they had about content</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Engages students in revision of previous content.	Engages students in revision of previous content and monitors the extent to which these revisions deepen students' understanding.	Adapts and creates new strategies for unique student needs and situations.

### **2.3 The teacher helps students transfer and apply new knowledge.**

<b>2.3.1 The teacher organizes students, and students engage in, tasks transfer and application.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher establishes the need to generate and test hypotheses</li> <li>○ Teacher organizes students into groups to generate and test hypotheses</li> </ul>		<ul style="list-style-type: none"> <li>○ When asked, students describe the importance of generating and testing hypotheses about content</li> <li>○ When asked, students explain how groups support their learning</li> <li>○ Students use group activities to help them generate and test hypotheses</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Organizes students into groups to facilitate working on cognitively complex tasks.	Organizes students into groups to facilitate working on cognitively complex tasks and monitors the extent to which group processes facilitate generating and testing hypotheses.	Adapts and creates new strategies for unique student needs and situations.

<b>2.3.2 The teacher engages students in tasks involving transfer and application of new knowledge to new situations.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher makes himself/herself available to students who need guidance or resources               <ul style="list-style-type: none"> <li>• Circulates around the room</li> <li>• Provides easy access to himself/herself</li> </ul> </li> <li>○ Teacher interacts with students during the class to determine their needs for hypothesis generating and testing tasks</li> <li>○ Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students</li> </ul>		<ul style="list-style-type: none"> <li>○ Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks</li> <li>○ When asked, students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Acts as a guide and resource provider as students engage in cognitively complex tasks.	Acts as a guide and resource provider as students engage in cognitively complex tasks and monitors the extent to which students' request and use guidance and resources.	Adapts and creates new strategies for unique student needs and situations.

<b>2.4 The teacher asks questions of all students with the same frequency and depth.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Rephrases questions</li> <li>○ Scaffolds questions for all students</li> <li>○ Gives wait time equitably</li> <li>○ Asks all students complex questions</li> </ul> Tally sheets, frequency sheets, lesson plans		<ul style="list-style-type: none"> <li>○ When asked, students say that the teacher expects everyone to participate</li> <li>○ When asked, students say that the teacher asks difficult questions of every student</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher does not use this strategy and/or uses the strategy incorrectly or with parts missing.	The teacher asks questions of all students somewhat mechanically, seemingly following a predetermined script with little to no monitoring of student participation.	The teacher asks questions of all students with the same frequency and depth and monitors the quality of participation	The teacher challenges all students by adapting and/or creating new strategies for unique student needs and situations.

<b>2.5 The teacher probes incorrect answers with all students in the same manner.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Rephrases questions in response to incorrect answers.</li> <li>○ Asks additional questions to further explain.</li> <li>○ Breaks questions into smaller parts when students answer incorrectly.</li> <li>○ Allows students' to collect their thoughts and returns to them at a later time</li> </ul>		<ul style="list-style-type: none"> <li>○ When asked, students say that the teacher does not "let you off the hook."</li> <li>○ When asked, students say that the teacher "won't give up on you."</li> <li>○ When asked, students say that the teacher helps them answer questions successfully</li> </ul>	
Tally sheets, frequency sheets, revised lesson plans (based on the need to re-teach or to move on)			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher does not use this strategy and/or uses the strategy incorrectly or with parts missing.	The teacher probes incorrect answers of all students in the same manner.	The teacher probes incorrect answers of all students in the same manner and monitors the level and quality of the responses.	The teacher challenges all students by adapting and/or creating new strategies for unique student needs and situations.

## **2.6 The teacher uses various methods to engage students.**

<b>2.6.1 The teacher notices when students are not engaged.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher notices when specific students or groups of students are not engaged</li> <li>○ Teacher notices when the energy level in the room is low</li> <li>○ Teacher takes action to re-engage students</li> </ul>		<ul style="list-style-type: none"> <li>○ Students appear aware of the fact that the teacher is taking note of their level of engagement</li> <li>○ Students try to increase their level of engagement when prompted</li> <li>○ When asked, students explain that the teacher expects high levels of engagement</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Scans the room making note of when students are not engaged and takes action.	Scans the room-making note of when students are not engaged and takes action and monitors the extent to which students re-engage.	Adapts and creates new strategies for unique student needs and situations.

<b>2.6.2 The teacher uses non-traditional activities to engage students.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher uses structured games such as Jeopardy, family feud, and the like</li> <li>○ Teacher develops impromptu games such as making a game out of which answer might be correct for a given question</li> <li>○ Teacher uses friendly competition along with classroom games</li> </ul>		<ul style="list-style-type: none"> <li>○ Students engage in the games with some enthusiasm</li> <li>○ When asked, students can explain how the games keep their interest and help them learn or remember content</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Uses academic games and inconsequential competition to maintain student engagement.	Uses academic games and inconsequential competition to maintain student engagement and monitors the extent to which students focus on the academic content of the game.	Adapts and creates new strategies for unique student needs and situations.

<b>2.6.3 The teacher manages response rates.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher uses wait time</li> <li>○ Teacher uses response cards</li> <li>○ Teacher has students use hand signals to respond to questions</li> <li>○ Teacher uses choral response</li> <li>○ Teacher uses technology to keep track of students' responses</li> <li>○ Teacher uses response chaining</li> </ul>		<ul style="list-style-type: none"> <li>○ Multiple students or the entire class responds to questions posed by the teacher</li> <li>○ When asked, students can describe their thinking about specific questions posed by the teacher</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Uses response rate techniques to maintain student engagement in questions.	Uses response rate techniques to maintain student engagement in questions and monitors the extent to which the techniques keep students engaged.	Adapts and creates new strategies for unique student needs and situations.

<b>2.6.4 The teacher uses physical movement.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher has students stand up and stretch or related activities when their energy is low</li> <li>○ Teacher uses activities that require students to physically move to respond to questions               <ul style="list-style-type: none"> <li>• Vote with your feet</li> <li>• Go to the part of the room that represents the answer you agree with</li> </ul> </li> <li>○ Teacher has students physically act out or model content to increase energy and engagement</li> <li>○ Teacher use give-one-get-one activities that require students to move about the room</li> </ul>		<ul style="list-style-type: none"> <li>○ Students engage in the physical activities designed by the teacher</li> <li>○ When asked, students can explain how the physical movement keeps their interest and helps them learn</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Uses physical movement to maintain student engagement.	Uses physical movement to maintain student engagement and monitors the extent to which these activities enhance student engagement.	Adapts and creates new strategies for unique student needs and situations.

<b>2.6.5 The teacher maintains a lively pace.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher employs crisp transitions from one activity to another</li> <li>○ Teacher alters pace appropriately (i.e. speeds up and slows down)</li> </ul>		<ul style="list-style-type: none"> <li>○ Students quickly adapt to transitions and re-engage when a new activity is begun</li> <li>○ When asked about the pace of the class, students describe it as not too fast or not too slow</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Uses pacing techniques to maintain students' engagement.	Uses pacing techniques to maintain students' engagement and monitors the extent to which these techniques keep students engaged.	Adapts and creates new strategies for unique student needs and situations.

<b>2.6.6 The teacher demonstrates intensity and enthusiasm.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher describes personal experiences that relate to the content</li> <li>○ Teacher signals excitement for content by:               <ul style="list-style-type: none"> <li>• Physical gestures</li> <li>• Voice tone</li> <li>• Dramatization of information</li> </ul> </li> <li>○ Teacher overtly adjusts energy level</li> </ul>		<ul style="list-style-type: none"> <li>○ When asked, students say that the teacher “likes the content” and “likes teaching”</li> <li>○ Students' attention levels increase when the teacher demonstrates enthusiasm and intensity for the content</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Demonstrates intensity and enthusiasm for the content in a variety of ways.	Demonstrates intensity and enthusiasm for the content in a variety of ways and monitors the extent to which students' engagement increases.	Adapts and creates new strategies for unique student needs and situations.

<b>2.6.7 The teacher uses friendly controversy.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher structures mini-debates about the content</li> <li>○ Teacher has students examine multiple perspectives and opinions about the content</li> <li>○ Teacher elicits different opinions on content from members of the class</li> </ul>		<ul style="list-style-type: none"> <li>○ Students engage in friendly controversy activities with enhanced engagement</li> <li>○ When asked, students describe friendly controversy activities as “stimulating,” “fun,” and so on.</li> <li>○ When asked, students explain how a friendly controversy activity helped them better understand the content</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Uses friendly controversy techniques to maintain student engagement.	Uses friendly controversy techniques to maintain student engagement and monitors the effect on students' engagement.	Adapts and creates new strategies for unique student needs and situations.

<b>2.6.8 The teacher provides opportunities for students to talk about themselves.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher is aware of student interests and makes connections between these interests and class content</li> <li>○ Teacher structures activities that ask students to make connections between the content and their personal interests</li> <li>○ When students are explaining how content relates to their personal interests, the teacher appears encouraging and interested</li> </ul>		<ul style="list-style-type: none"> <li>○ Students engage in activities that require them to make connections between their personal interests and the content</li> <li>○ When asked, students explain how making connections between content and their personal interests engages them and helps them better understand the content</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Provides students with opportunities to relate what is being addressed in class to their personal interests.	Provides students with opportunities to relate what is being addressed in class to their personal interests and monitors the extent to which these activities enhance student engagement.	Adapts and creates new strategies for unique student needs and situations.

<b>2.6.9 The teacher presents unusual or intriguing information.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher systematically provides interesting facts and details about the content</li> <li>○ Teacher encourages students to identify interesting information about the content</li> <li>○ Teacher engages students in activities like “Believe it or not” about the content</li> <li>○ Teacher uses guest speakers to provide unusual information about the content</li> <li>○ Teacher tells stories that are related to the content</li> </ul>		<ul style="list-style-type: none"> <li>○ Students’ attention increases when unusual information is presented about the content</li> <li>○ When asked, students explain how the unusual information makes them more interested in the content</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Uses unusual or intriguing information about the content.	Uses unusual or intriguing information about the content and monitors the extent to which this information enhances students’ interest in the content.	Adapts and creates new strategies for unique student needs and situations.

<b>2.7 The teacher identifies appropriate academic vocabulary aligned to the learning target and uses various strategies for student acquisition.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Uses word walls</li> <li>○ Uses vocabulary notebooks</li> <li>○ Codes academic vocabulary using colors/symbols</li> <li>○ Underlines key words</li> </ul>		<ul style="list-style-type: none"> <li>○ Maintains a vocabulary notebook</li> <li>○ Uses academic vocabulary correctly in the current setting</li> <li>○ Refers to and uses previous academic vocabulary</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher does not provide appropriate academic vocabulary specific to the lesson.	The teacher has a general list of terms that are not specific to the lesson and fails to require students to use academic vocabulary.	The teacher refers to and clarifies specific, academic vocabulary that students are required to use appropriately in class through student speaking, writing, reading, and/or listening.	The teacher builds on academic vocabulary from previous lessons to deepen understanding of the learning target.

**2.8 The teacher reflects and evaluates the effectiveness of instructional performance.**

<b>2.8.1 The teacher identifies specific areas of pedagogical strength and weakness.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ The teacher identifies specific areas of strengths and weaknesses</li> <li>○ The teacher keeps track of specifically identified focus areas for improvement</li> <li>○ The teacher identifies and keeps track of specific areas identified based on teacher interest</li> <li>○ When asked, the teacher can describe how specific areas for improvement are identified</li> </ul>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher makes no attempt to perform this activity. Or attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher identifies specific strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for his or her development.	The teacher identifies specific strategies and behaviors on which to improve from routine lesson segments, content lesson segments, and segments that are enacted on the spot.	The teacher is a recognized leader in helping others with this activity.

<b>2.8.2 The teacher evaluates the effectiveness of individual lessons and units.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ The teacher gathers and keeps records of his or her evaluations of individual lessons and units</li> <li>○ When asked, the teacher can explain the strengths and weaknesses of specific lessons and units</li> <li>○ When asked, the teacher can explain the alignment of the assessment tasks and the learning goals</li> <li>○ When asked, the teacher can explain how the assessment tasks help track student progress toward the learning goals</li> </ul>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher makes no attempt to perform this activity. Or attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement but does not accurately identify causes of success or failure.	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement and identifies causes of success or failure.	The teacher is a recognized leader in helping others with this activity.

<b>2.8.3 The teacher evaluates the effectiveness of specific pedagogical strategies and behaviors.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ The teacher gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups)</li> <li>○ The teacher provides a written analysis of specific causes of success or difficulty</li> <li>○ When asked, the teacher can explain the differential effects of specific classroom strategies and behaviors on specific categories of students</li> </ul>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher makes no attempt to perform this activity. Or attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students but does not accurately identify the reasons for discrepancies.	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students and identifies the reasons for discrepancies.	The teacher is a recognized leader in helping others with this activity.

**Criterion #3 DIFFERENTIATION: The teacher acquires and uses specific knowledge about students’ cultural, intellectual, and social development to adjust their practice by employing strategies that advance learning.**

**3.1 The teacher knows individual student learning needs to design instruction.**

<b>3.1.1 The teacher plans and prepares for effective scaffolding of information within lessons.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Content is organized to build upon previous information</li> <li>○ Presentation of content is logical and progresses from simple to complex</li> <li>○ Where appropriate, presentation of content is integrated with other content areas, other lessons and/or units</li> <li>○ The plan anticipates potential confusions that students may experience</li> </ul> <p>Lesson design, student assignments and products, student/teacher self-reflections, pre- and post- assessments, collaboration agendas/minutes, anecdotal records, emails, phone/written logs</p>		<ul style="list-style-type: none"> <li>○ When asked, the teacher can describe the rationale for how the content is organized</li> <li>○ When asked, the teacher can describe the rationale for the sequence of instruction</li> <li>○ When asked, the teacher can describe how content is related to previous lessons, units or other content</li> <li>○ When asked, the teacher can describe possible confusions that may impact the lesson or unit</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher makes no attempt to perform this activity. Or attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher scaffolds the information but the relationship between elements is not made clear.	Within lessons the teacher organizes content in such a way that each new piece of information clearly builds on the previous piece.	The teacher is a recognized leader in helping others with this activity.

<b>3.1.2 The teacher plans and prepares for lessons within a unit that progress toward a deep understanding and transfer of content.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways</li> <li>○ Plans incorporate student choice and initiative</li> <li>○ Plans provide for extension of learning</li> </ul>		<ul style="list-style-type: none"> <li>○ When asked, the teacher can describe how lessons within the unit progress toward deep understanding and transfer of content</li> <li>○ When asked, the teacher can describe how students will make choices and take initiative</li> <li>○ When asked, the teacher can describe how learning will be extended</li> </ul>	
Lesson design, student assignments and products, student/teacher self-reflections, pre- and post- assessments, collaboration agendas/minutes, anecdotal records, emails, phone/written logs			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher makes no attempt to perform this activity. Or attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher organizes lessons within a unit so that students move from surface to deeper understanding of content but does not require students to apply the content in authentic ways.	The teacher organizes lesson within a unit so that students move from an understanding to applying the content through authentic tasks.	The teacher is a recognized leader in helping others with this activity.

### 3.2 The teacher meets individual student learning needs.

<b>3.2.1 The teacher provides interventions to meet individual student learning needs.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Uses differentiation.</li> <li>○ Uses data for flexible grouping.</li> <li>○ Implements a variety of classroom interventions.</li> <li>○ Knows when to move students to the next level of intervention</li> </ul>		<ul style="list-style-type: none"> <li>○ Is aware of the purpose for the intervention.</li> <li>○ Shows evidence of growth.</li> <li>○ Is aware of available resources and accesses them appropriately</li> </ul>	
SMART goals, grade book, assessment data, intervention history, Title/LAP/Migrant-bilingual reports			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher does not understand the intervention system or does not use the intervention system to address student needs.	The teacher occasionally uses data to provide interventions to address student needs.	The teacher consistently uses data and information to diagnose, monitor, and adjust instruction to meet the individual learning needs of students.	The teacher considers a variety of strategies and resources and selects and implements the most appropriate instruction to meet individual student learning needs.

<b>3.2.2 The teacher plans and prepares for the needs of English language learners.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ The plan identifies the accommodations that must be made for individual ELL students or groups within a lesson</li> <li>○ The plan identifies the adaptations that must be made for individual ELL students or groups within a unit of instruction</li> </ul>		<ul style="list-style-type: none"> <li>○ When asked, the teacher can describe the accommodations that must be made for individual ELL students or groups of students within a lesson</li> <li>○ When asked, the teacher can describe the adaptations that must be made for individual ELL students or groups of students within a unit of instruction</li> </ul>	
Lesson design, student assignments and products, student/teacher self-reflections, pre- and post- assessments, collaboration agendas/minutes, anecdotal records, emails, phone/written logs			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher makes no attempt to perform this activity. Or attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher identifies the needs of English language learners but does not articulate the adaptations that will be made to meet these needs.	The teacher identifies the needs of English language learners and the adaptations that will be made to meet these needs.	The teacher is a recognized leader in helping others with this activity.

<b>3.2.3 The teacher plans and prepares for the needs of special education students.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ The plan describes accommodations and modifications that must be made for individual special education students or groups of students according to the Individualized Education Program (IEP) for a lesson</li> <li>○ The plan describes the accommodations and modifications that must be made for individual special education students or groups of students according to the IEP for a unit of instruction</li> </ul>		<ul style="list-style-type: none"> <li>○ When asked, the teacher can describe the specific accommodations that must be made for individual special education students or groups of students according to their IEP for a lesson</li> <li>○ When asked, the teacher can describe the specific accommodations and modifications that must be made for individual special education students or groups of students according to their IEP for a unit of instruction</li> </ul>	
Lesson design, student assignments and products, student/teacher self-reflections, pre- and post- assessments, collaboration agendas/minutes, anecdotal records, emails, phone/written logs			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher makes no attempt to perform this activity. Or attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher identifies the needs of special education students but does not articulate the adaptations that will be made to meet these needs.	The teacher identifies the needs of special education students and the adaptations that will be made to meet these needs.	The teacher is a recognized leader in helping others with this activity.

<b>3.2.4 The teacher plans and prepares for the needs of students who come from home environments that offer little support for schooling.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ The plan provides for the needs of students who come from home environments that offer little support for schooling</li> <li>○ When assigning homework, the teacher takes into consideration the students' family resources</li> <li>○ When communicating with the home, the teacher takes into consideration family and language resources</li> </ul>		<ul style="list-style-type: none"> <li>○ When asked, the teacher can articulate how the needs of students who come from home environments that offer little support for schooling will be addressed</li> <li>○ When asked, the teacher can articulate the ways in which the students' family resources will be addressed when assigning homework</li> <li>○ When asked, the teacher can articulate the ways in which communication with the home will take into consideration family and language resources</li> </ul>	
Lesson design, student assignments and products, student/teacher self-reflections, pre- and post- assessments, collaboration agendas/minutes, anecdotal records, emails, phone/written logs			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher makes no attempt to perform this activity. Or attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher identifies the needs of students who come from home environments that do not support learning but does not articulate the adaptations that will be made to meet these needs.	The teacher identifies the needs of students who come from home environments that do not support learning and the adaptations that will be made to meet these needs.	The teacher is a recognized leader in helping others with this activity.

**Criterion #4 CONTENT KNOWLEDGE: The teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula and instruction to impact student learning.**

<b>4.1 The teacher demonstrates a comprehensive understanding of the subject(s) taught.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Appropriately uses content language</li> <li>○ Adjusts lesson based on content knowledge</li> <li>○ Connects content to the standards</li> <li>○ Develops appropriate formative/summative assessments/rubrics</li> <li>○ Engages in content discussions with colleagues</li> </ul>		<ul style="list-style-type: none"> <li>○ Explains importance of content</li> <li>○ Provides purpose for what they are learning</li> <li>○ Can summarize and their notes include critical content</li> <li>○ Can make connections to other disciplines and prior knowledge</li> </ul>	
Lesson design, student assignments and products, student/teacher self-reflections, pre- and post- assessments, collaboration agendas/minutes, anecdotal records, professional development, student journals			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher does not understand or does not have knowledge of the subject(s) taught.	The teacher occasionally demonstrates a limited knowledge of the subject(s) in building a progression of learning.	The teacher consistently demonstrates knowledge of the subject(s) in building a progression of learning.	The teacher demonstrates a comprehensive knowledge of the subject(s). The teacher displays exceptional skill in building a progression of learning that influences the teaching practices of his/her colleagues.

<b>4.2 The teacher skillfully uses the adopted curriculum.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
Develops appropriate formative/summative assessments and rubrics. Engages in content discussions with colleagues. Uses the content language of the adopted curriculum. Follows the scope and sequence of adopted curriculum. Creates plans that align to adopted curriculum. Incorporates curriculum strategies as appropriate		Work reflects adopted curriculum Uses the content language of the adopted curriculum Uses adopted materials Demonstrates critical instructional strategies of adopted curriculum	
Lesson design integrates adopted material, student assignments and products, pre- and post- assessments, collaboration agendas/minutes, professional development, student journals, pacing calendars, curriculum maps			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher does not use the adopted curriculum, does not know the curriculum's scope and sequence, and/or does not sequence and pace the curriculum appropriately.	The teacher occasionally: <ul style="list-style-type: none"> <li>➤ Uses the adopted curriculum,</li> <li>➤ Knows the curriculum's scope and sequence, and/or</li> <li>➤ Sequences and paces the curriculum appropriately</li> </ul>	The teacher consistently: <ul style="list-style-type: none"> <li>➤ Uses the adopted curriculum,</li> <li>➤ Knows the curriculum's scope and sequence, and/or</li> <li>➤ Sequences and paces the curriculum appropriately</li> </ul>	The teacher skillfully: <ul style="list-style-type: none"> <li>➤ Uses the adopted curriculum</li> <li>➤ Knows the curriculum's scope and sequence, and/or</li> <li>➤ Sequences and paces the curriculum appropriately</li> <li>➤ The teacher influences the teaching practices of his/her colleagues</li> </ul>

<b>4.3 The teacher demonstrates a comprehensive understanding of the standards.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Aligns lessons and assessments to content standards</li> <li>○ Shows evidence of content standards through syllabi</li> <li>○ Communicates standards to parents</li> <li>○ Develops common assessments aligned to the content standards</li> <li>○ Monitors progress toward meeting standards</li> <li>○ Uses vertically adjacent standards</li> </ul>		<ul style="list-style-type: none"> <li>○ Knows and explains the standards</li> <li>○ Reflects the content standards through assignments</li> <li>○ Tracks progress toward meeting standard</li> </ul>	
Lesson plans, student assignments and products, pre- and post-assessments, collaboration agendas/minutes, professional development, student journals, pacing calendars, curriculum maps, teacher reflections, anecdotal records			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher does not know the content standards and/or does not align those standards to the adopted curriculum.	The teacher occasionally demonstrates knowledge of the content standards and/or occasionally aligns those standards to the adopted curriculum.	The teacher consistently demonstrates knowledge of the content standards and/or consistently aligns those standards to the adopted curriculum.	The teacher models a comprehensive knowledge of the content standards and skillfully aligns those standards to the curriculum and subject matter. The teacher also demonstrates a thorough understanding of how to use vertically adjacent standards to strengthen the choice of curriculum and lesson development.

<b>4.4 The teacher plans and prepares for the use of available traditional materials and technology.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ The plan outlines resources within the classroom that will be used to enhance students' understanding of the content</li> <li>○ The plan outlines resources within the school that will be used to enhance students' understanding of the content</li> <li>○ The plan outlines resources within the community that will be used to enhance students' understanding of the content</li> </ul>		<ul style="list-style-type: none"> <li>○ When asked, the teacher can describe the resources within the classroom that will be used to enhance students' understanding of the content</li> <li>○ When asked, the teacher can describe resources within the school that will be used to enhance students' understanding of the content</li> <li>○ When asked, the teacher can describe resources within the community that will be used to enhance students' understanding of the content</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher makes no attempt to perform this activity. Or attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher identifies the available traditional materials that can enhance student understanding but does not identify the manner in which they will be used.	The teacher identifies the available traditional materials that can enhance student understanding and the manner in which they will be used.	The teacher is a recognized leader in helping others with this activity.

**Criterion #5 LEARNING ENVIRONMENT: The teacher fosters and manages a safe and inclusive learning environment that takes into account physical, emotional, and intellectual well-being.**

<b>5.1 The teacher organizes a safe physical layout of the classroom to facilitate movement and focus on learning.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Organizes the physical layout of the classroom to have clear traffic patterns</li> <li>○ Arranges the physical layout to provide easy access to the materials and enters</li> <li>○ Decorates the classroom in a way that enhances student learning</li> </ul> Seating charts, room design, décor of the classroom, learning centers and their set-up, organization of classroom materials and resources		<ul style="list-style-type: none"> <li>○ Moves easily about the classroom</li> <li>○ Uses materials and learning centers</li> <li>○ Attends to examples of their work that are displayed</li> <li>○ Attends to information on the bulletin boards</li> <li>○ Focuses on instruction</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher does not organize the safe, physical layout of the classroom to facilitate movement and focus on learning.	The teacher does not consistently organize the safe, physical layout of the classroom to facilitate movement and focus on learning.	The teacher consistently organizes the safe, physical layout of the classroom to facilitate movement and focus on learning.	The teacher takes initiative to be involved in further developing safety within the building and displays a model classroom. The teacher promotes and mentors others in purposeful organization, class safety, and access to materials.

**5.2 The teacher reviews expectations regarding rules and procedures to ensure effective execution.**

<b>5.2.1 The teacher establishes and maintains classroom rules and procedures.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher involves students in designing classroom routines</li> <li>○ Teacher uses classroom meetings to review and process rules and procedures</li> <li>○ Teacher reminds students of rules and procedures</li> <li>○ Teacher asks students to restate or explain rules and procedures</li> <li>○ Teacher provides cues or signals when a rule of procedure should be used</li> </ul>		<ul style="list-style-type: none"> <li>○ Students follow clear routines during class</li> <li>○ When asked, students can describe established rules and procedures</li> <li>○ When asked, students describe the classroom as an orderly place</li> <li>○ Students recognize cues and signals by the teacher</li> <li>○ Students regulate their own behavior</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Establishes and reviews expectations regarding rules and procedures.	Establishes and reviews expectations regarding rules and procedures and monitors the extent to which students understand the rules and procedures.	Adapts and creates new strategies for unique student needs and situations.

5.2.2 The teacher demonstrates awareness of the classroom environment at all times.			
Possible Teacher Evidence/Artifacts		Possible Student Evidence	
<ul style="list-style-type: none"> <li>○ Teacher physically occupies all quadrants of the room</li> <li>○ Teacher scans the entire room making eye contact with all students</li> <li>○ Teacher recognizes potential sources of disruption and deals with them immediately</li> <li>○ Teacher proactively addresses inflammatory situations</li> </ul>		<ul style="list-style-type: none"> <li>○ Students recognize that the teacher is aware of their behavior</li> <li>○ When asked, students describe the teacher as “aware of what is going on” or “has eyes on the back of his/her head”</li> </ul>	
Unsatisfactory	Basic	Proficient	Distinguished
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Uses behaviors associated with “withitness”.	Uses behaviors associated with “withitness” and monitors the effect on students’ behavior.	Adapts and creates new strategies for unique student needs and situations.

5.2.3 The teacher applies consequences for lack of adherence to rules and procedures.			
Possible Teacher Evidence/Artifacts		Possible Student Evidence	
<ul style="list-style-type: none"> <li>○ Teacher provides nonverbal signals when students’ behavior is not appropriate               <ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Proximity</li> <li>• Tap on the desk</li> <li>• Shaking head, no</li> </ul> </li> <li>○ Teacher provides verbal signals when students’ behavior is not appropriate               <ul style="list-style-type: none"> <li>• Tells students to stop</li> <li>• Tells students that their behavior is in violation of a rule or procedure</li> </ul> </li> <li>○ Teacher uses group contingency consequences when appropriate (i.e. whole group must demonstrate a specific behavior)</li> <li>○ Teacher Involves the home when appropriate (i.e. makes a call home to parents to help extinguish inappropriate behavior)</li> <li>○ Teacher uses direct cost consequences when appropriate (e.g. student must fix something he or she has broken)</li> </ul>		<ul style="list-style-type: none"> <li>○ Students cease inappropriate behavior when signaled by the teacher</li> <li>○ Students accept consequences as part of the way class is conducted</li> <li>○ When asked, students describe the teacher as fair in application of rules</li> </ul>	
Unsatisfactory	Basic	Proficient	Distinguished
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Applies consequences for not following rules and procedures consistently and fairly.	Applies consequences for not following rules and procedures consistently and fairly and monitors the extent to which rules and procedures are followed.	Adapts and creates new strategies for unique student needs and situations.

5.2.4 The teacher acknowledges adherence to rules and procedures.			
Possible Teacher Evidence/Artifacts		Possible Student Evidence	
<ul style="list-style-type: none"> <li>○ Teacher provides nonverbal signals that a rule or procedure has been followed:               <ul style="list-style-type: none"> <li>• Smile</li> <li>• Nod of head</li> <li>• High Five</li> </ul> </li> <li>○ Teacher gives verbal cues that a rule or procedure has been followed:               <ul style="list-style-type: none"> <li>• Thanks students for following a rule or procedure</li> <li>• Describes student behaviors that adhere to rule or procedure</li> </ul> </li> <li>○ Teacher notifies the home when a rule or procedure has been followed</li> <li>○ Teacher uses tangible recognition when a rule or procedure has been:               <ul style="list-style-type: none"> <li>• Certificate of merit</li> <li>• Token economies</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>○ Students appear appreciative of the teacher acknowledging their positive behavior</li> <li>○ When asked, students describe teacher as appreciative of their good behavior</li> <li>○ The number of students adhering to rules and procedure increases</li> </ul>	
Unsatisfactory	Basic	Proficient	Distinguished
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Acknowledges adherence to rules and procedures consistently and fairly.	Acknowledges adherence to rules and procedures consistently and fairly and monitors the extent to which new actions affect students’ behavior.	Adapts and creates new strategies for unique student needs and situations.

**5.3 The teacher builds positive relationships with students.**

<b>5.3.1 The teacher understands students' interests and background.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher has side discussions with students about events in their lives</li> <li>○ Teacher has discussions with students about topics in which they are interested</li> <li>○ Teacher builds student interests into lessons</li> </ul>		<ul style="list-style-type: none"> <li>○ When asked, students describe the teacher as someone who knows them and/or is interested in them</li> <li>○ Students respond when teacher demonstrates understanding of their interests and background</li> <li>○ When asked students say they feel accepted</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Uses students' interests and background during interactions with students.	Uses students' interests and background during interactions with students and monitors the sense of community in the classroom.	Adapts and creates new strategies for unique student needs and situations.

<b>5.3.2 The teacher displays objectivity and control.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher does not exhibit extremes in positive or negative emotions</li> <li>○ Teacher addresses inflammatory issues and events in a calm and controlled manner</li> <li>○ Teacher interacts with all students in the same calm and controlled fashion</li> <li>○ Teacher does not demonstrate personal offense at student misbehavior</li> </ul>		<ul style="list-style-type: none"> <li>○ Students are settled by the teacher's calm demeanor</li> <li>○ When asked, the students describe the teacher as in control of himself/herself and in control of the class</li> <li>○ When asked, students say that the teacher does not hold grudges or take things personally</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Behaves in an objective and controlled manner.	Behaves in an objective and controlled manner and monitors the effect on the classroom climate.	Adapts and creates new strategies for unique student needs and situations.

<b>5.4 The teacher demonstrates value and respect for all students.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Teacher compliments students regarding academic and personal accomplishments</li> <li>○ Teacher engages in informal conversations with students that are not related to academics</li> <li>○ Teacher uses humor with students when appropriate</li> <li>○ Teacher makes eye contact with students</li> <li>○ Teacher smiles, nods, (etc) at students when appropriate</li> <li>○ Teacher puts hand on students' shoulders when appropriate</li> </ul>		<ul style="list-style-type: none"> <li>○ When asked, students describe teacher as someone who values and respects them</li> <li>○ Students respond to teachers verbal interactions</li> <li>○ Students respond to teachers nonverbal interactions</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Strategy was called for but not exhibited. Or uses strategy incorrectly or with parts missing.	Uses verbal and nonverbal behaviors that indicate value and respect for students.	Uses verbal and nonverbal behaviors that indicate value and respect for students and monitors the quality of relationships in the classroom.	Adapts and creates new strategies for unique student needs and situations.

**Criterion #6 ASSESSMENT: The teacher uses multiple data elements (both formative and summative) to plan, inform, and adjust instruction and evaluate student learning.**

<b>6.1 The teacher uses multiple data elements to modify instruction.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Differentiates</li> <li>○ Accesses multiple data elements.</li> <li>○ Determines whether re-teaching, practice, or moving forward with instruction is appropriate at both the group and individual level</li> </ul> Research articles, record of data analysis, the data itself		<ul style="list-style-type: none"> <li>○ Sees the teacher modify the instruction</li> </ul>	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher does not use multiple data elements to guide and modify instruction.	The teacher occasionally uses multiple data elements to guide and modify instruction.	The teacher consistently uses multiple data elements to guide and modify instruction.	The teacher consistently uses multiple data elements to guide and modify instruction. The teacher actively researches best practices on the use of multiple data elements.

<b>6.2 The teacher uses multiple data elements to design and modify appropriate student assessments.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Uses the district data system</li> <li>○ Modifies the assessments as needed</li> <li>○ Analyzes the data</li> </ul>		N/A	
A test map, assessment data, the original and modified assessments			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher does not use multiple data elements to design and/or modify assessments.	The teacher occasionally uses multiple data elements to design and/or modify assessments.	The teacher consistently uses multiple data elements to design and/or modify increasingly valid and reliable assessments attending to cognitive demand.	The teacher uses multiple data elements to design and/or modify increasingly valid and reliable assessments attending to cognitive demand. The teacher assists others in this process.

<b>6.3 The teacher uses multiple measures to demonstrate student growth.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Chooses the assessments with the evaluator to determine student growth</li> <li>○ Assesses the students using the agreed upon assessments to show student growth</li> </ul>		<ul style="list-style-type: none"> <li>○ Understands his/her growth through the assessments and/or the data system</li> </ul>	
Writing assignments using a common rubric, MAPS tests, classroom-based assessments, common formative assessments, IEP process and assessments, DIBELS, WLPT, DRA, Imagine Learning assessments, district-based assessments, failure-free reading and other corrective assessments			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher cannot show that at least 50% of his/her students have shown growth and/or met course or grade-level standard using multiple measures.	The teacher can show that at least 50% of his/her students have shown growth and/or met course or grade-level standard using multiple measures.	The teacher can show that at least 70% of his/her students have shown growth and/or met course or grade-level standard using multiple measures.	The teacher can show that at least 80% of his/her students have shown growth and/or met course or grade-level standard using multiple measures.

**Criterion #7 FAMILIES AND COMMUNITY: The teacher communicates and collaborates with students and families and all educational stakeholders in an ethical and professional manner to promote student learning.**

<b>7.1 The teacher communicates with parents/guardians and school/community in a timely and professional manner regarding courses, programs, school events and grade level expectations.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Utilizes the appropriate means of communication</li> <li>○ Presents to, works with, or speaks to the school board, ad hoc committees, PTSA, media, advisory groups, etc.</li> </ul>		<ul style="list-style-type: none"> <li>○ Acts as a liaison between the school and the home</li> <li>○ Presents to, works with, or speaks to the school board, ad hoc committees, PTSA, media, advisory groups, etc.</li> </ul>	
Course syllabus, classroom newsletters, school newsletters, classroom websites, phone logs, email, curriculum nights, teacher presentations, grant and donation acquisitions			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher does not communicate with parents/guardians and school/community in a timely and professional manner.	The teacher occasionally communicates with parents/guardians and school/community in a timely and professional manner.	The teacher consistently communicates with parents/guardians, and school/community in a timely and professional manner.	The teacher uses multiple strategies to communicate consistently and professionally with parents/guardians and school/community.

<b>7.2 The teacher communicates individual student progress to parents/guardians in a timely and professional manner.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ The teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns</li> <li>○ The teacher uses multiple means and modalities to communicate with families</li> <li>○ The teacher respects and maintains confidentiality of student/family information</li> <li>○ The teacher demonstrates awareness and sensitivity to social, cultural, and language backgrounds of families</li> <li>○ The teacher responds to requests for support, assistance and/or clarification promptly</li> </ul>		<ul style="list-style-type: none"> <li>○ Participates in conferences</li> <li>○ Knows the teachers and parents communicate</li> </ul>	
Progress reports, report cards, letters home, emails			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher does not communicate in a timely and professional manner with parents/guardians regarding student academic and behavioral progress.	The teacher occasionally communicates in a timely and professional manner with parent/guardians regarding student academic and behavioral progress.	The teacher consistently communicates in a timely and professional manner with parents/guardians regarding student academic and behavioral progress.	The teacher uses a variety of means to communicate consistently and professionally with parents/guardians regarding student academic progress, behavior issues, available support, and response to requests.

<b>7.3 The teacher collaborates with families and school/community to support student learning.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ The teacher fosters partnerships with families/school/community to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust</li> <li>○ The teacher encourages parent involvement in classroom and school activities</li> <li>○ The teacher encourages community involvement in classroom and school activities</li> <li>○ The teacher accesses available expertise and resources to support students' learning needs</li> <li>○ The teacher works cooperatively with families and appropriate school personnel to address issues that impact student learning</li> </ul>		<ul style="list-style-type: none"> <li>○ Participates in conferences</li> <li>○ Knows the teachers and parents communicate</li> </ul>	
Meeting notes, intervention plans, emails, classroom newsletters			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher makes no attempt to perform this activity. Or attempts to perform this activity, but does not actually complete or follow through with these attempts.	The teacher occasionally teams with families and/or school/community to support student learning.	The teacher consistently teams with families and/or school/community to plan support for student learning, and routinely monitors the impact of their plans.	The teacher is a recognized leader in helping others with this activity.

**Criterion #8 PROFESSIONAL PRACTICE: The teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning.**

**8.1 The teacher collaborates with colleagues about student learning and instructional practices.**

<b>8.1.1 The teacher seeks mentorship for areas of need or interest.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ The teacher keeps track of specific situations during which he or she has sought mentorship from others</li> <li>○ The teacher actively seeks help and input in Professional Learning Community meetings</li> <li>○ The teacher actively seeks help and input from appropriate school personnel to address issues that impact instruction</li> <li>○ When asked, the teacher can describe how he or she seeks input from colleagues regarding issues that impact instruction</li> </ul>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher makes no attempt to perform this activity. Or attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher seeks help and mentorship from colleagues but not at a specific enough level to enhance his or her pedagogical skill.	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and behaviors.	The teacher is a recognized leader in helping others with this activity.

<b>8.1.2 The teacher mentors other teachers and shares ideas and strategies.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ The teacher keeps tracks of specific situations during which he or she mentored other teachers</li> <li>○ The teacher contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways</li> <li>○ The teacher serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors</li> <li>○ When asked, the teacher can describe specific situations in which he or she has mentored colleagues</li> </ul>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher makes no attempt to perform this activity. Or attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher provides other teachers with help and input regarding classroom strategies and behaviors but not at a specific enough level to enhance their pedagogical skill.	The teacher provides other teachers with help and input regarding classroom strategies and behaviors.	The teacher is a recognized leader in helping others with this activity.

<b>8.2 The teacher displays dependability through active participation.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Is punctual</li> <li>○ Is prepared for meetings</li> <li>○ Works to resolve conflict</li> <li>○ Respectfully addresses others</li> <li>○ Helps to resolve conflicts</li> <li>○ Assists in the effective functioning of a team/group</li> </ul> Meeting minutes, team norms, published collective commitments		N/A	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher does not follow established norms or collective commitments. This teacher's behavior may be obstructing the functioning of the team/group.	The teacher occasionally follows established norms and collective commitments.	The teacher consistently follows established norms and collective commitments.	The teacher consistently models established norms and collective commitments. The teacher effectively addresses and successfully facilitates the team/group in resolving conflict for effective functioning.

<b>8.3 The teacher adheres to district and school rules and procedures.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ The teacher performs assigned duties</li> <li>○ The teacher follows policies, regulations and procedures</li> <li>○ The teacher maintains accurate records (student progress, completion of assignments, non-instructional records)</li> <li>○ The teacher fulfills responsibilities in a timely manner</li> <li>○ The teacher understands legal issues related to students and families</li> <li>○ The teacher demonstrates personal integrity</li> <li>○ The teacher keeps track of specific situations in which he or she adheres to rules and procedures</li> </ul>		N/A	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher makes no attempt to perform this activity. Or attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher is aware of district and school rules and procedures but does not adhere to all of these rules and procedures.	The teacher is aware of district and school rules and procedures and adheres to them.	The teacher is a recognized leader in helping others with this activity.

<b>8.4 The teacher participates in district and school initiatives.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ The teacher participates in school activities and events as appropriate to support students and families</li> <li>○ The teacher serves on school and district committees</li> <li>○ The teacher participates in staff development opportunities</li> <li>○ The teacher works to achieve school and district improvement goals</li> <li>○ The teacher keeps tracks of specific situations in which he or she has participated in school or district initiatives</li> <li>○ When asked, the teacher can describe or show evidence of his/her participation in district and school initiatives</li> </ul>		N/A	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher makes no attempt to perform this activity. Or attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher is aware of the district's and school's initiatives but does not participate in them in accordance with his or her talents and availability.	The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.	The teacher is a recognized leader in helping others with this activity.

### 8.5 The teacher pursues professional development.

<b>8.5.1 The teacher develops a written growth and development plan.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ The teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources</li> <li>○ When asked, the teacher can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources</li> </ul>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher makes no attempt to perform this activity. Or attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher develops a written professional growth and development plan but does not articulate clear milestones and timelines.	The teacher develops a written professional growth and development plan with milestones and timelines.	The teacher is a recognized leader in helping others with this activity.

<b>8.5.2 The teacher monitors progress relative to the professional growth and development plan.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ The teacher constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)</li> <li>○ When asked, the teacher can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)</li> </ul>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher makes no attempt to perform this activity. Or attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher charts his or her progress on the professional growth and development plan using established milestones and timelines but does not make adaptations as needed.	The teacher charts his or her progress on the professional growth and development plan using established milestones and timelines and makes adaptations as needed.	The teacher is a recognized leader in helping others with this activity.

### 8.6 The teacher meets growth targets as identified in annual professional goals.

<b>8.6 The teacher meets growth targets as identified in annual professional goals.</b>			
<b>Possible Teacher Evidence/Artifacts</b>		<b>Possible Student Evidence</b>	
<ul style="list-style-type: none"> <li>○ Creates three goals</li> <li>○ Works towards the goals</li> <li>○ Assesses progress towards meeting the goals</li> </ul> Goal-setting form, evidence of progress towards goals		N/A	
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The teacher does not achieve any of the three goals.	The teacher achieves one of the three goals.	The teacher achieves two of the three goals.	The teacher achieves all three goals.