<table>
<thead>
<tr>
<th>Dimension 1.1 Standards and Alignment</th>
<th>DISTINGUISHED Instructional Planning Includes</th>
<th>ACCOMPLISHED Instructional Planning Includes</th>
<th>PROFICIENT Instructional Planning Includes</th>
<th>DEVELOPING Instructional Planning Includes</th>
<th>IMPROVEMENT NEEDED Instructional Planning Includes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.</td>
<td>• All rigorous and measurable goals aligned to state content standards. • Integration of technology to enhance mastery of goal(s). • All activities, materials and assessments that: ◦ are logically sequenced ◦ are relevant to students’ prior understanding and real-world applications ◦ integrate and reinforce concepts from other disciplines ◦ provide appropriate time for student work, student reflection, lesson and lesson closure ◦ deepen understanding of broader unit and course objectives ◦ are vertically aligned to state standards ◦ are appropriate for diverse learners • Objectives that are aligned and logically sequenced to the lesson’s goal.</td>
<td>• All measurable goals aligned to state content standards. • Integration of technology to enhance mastery of goal(s). • All activities, materials and assessments that: ◦ are sequenced ◦ are relevant to students’ prior understanding ◦ integrate other disciplines ◦ provide appropriate time for student work, lesson and lesson closure ◦ reinforce broader unit and course objectives ◦ are vertically aligned to state standards ◦ are appropriate for diverse learners • Objectives that are aligned and logically sequenced to the lesson’s goal.</td>
<td>• All goals aligned to state content standards. • Integration of technology to enhance mastery of goal(s). • All activities, materials and assessments that: ◦ are sequenced ◦ are relevant to students ◦ provide appropriate time for lesson and lesson closure ◦ fit into the broader unit and course objectives ◦ are appropriate for diverse learners • All objectives that are aligned to the lesson’s goal.</td>
<td>• Most goals aligned to state content standards. • Most activities, materials and assessments that: ◦ are sequenced ◦ sometimes provide appropriate time for lesson and lesson closure ◦ Lessons where most objectives are aligned and sequenced to the lesson’s goal.</td>
<td>• Few goals aligned to state content standards. • Few activities, materials and assessments that: ◦ are sequenced ◦ rarely provide time for lesson and lesson closure ◦ Lessons where few objectives are aligned and sequenced to the lesson’s goal.</td>
</tr>
<tr>
<td>Sources of Evidence: Pre-Conference, Formal Observation, Classroom</td>
<td>MOVES TO STUDENT CENTERED ACTIONS</td>
<td>MOVES TO STUDENT CENTERED ACTIONS</td>
<td>FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS</td>
<td>FOCUSES ON TEACHER CENTERED ACTIONS</td>
<td>FOCUSES ON TEACHER CENTERED ACTIONS</td>
</tr>
</tbody>
</table>
## PLANNING

### Dimension 1.2 Data and Assessment

The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.

**Standards Basis:**
1.2, 1.6, 2.2, 2.3, 5.1, 5.2, 5.3, 5.4

**Sources of Evidence:**
Analysis of Student Data, Pre-Conference, Formal Observation, Classroom Walkthroughs/Informal Observation, Post-Conference Instructional Planning

### DISTINGUISHED Instructional Planning Includes

- Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in selfassessment, build awareness of their own strengths and weaknesses and track their own progress.
- Consistent feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality.
- Analysis of student data connected to specific instructional strategies and uses results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.

**Moves to Student Centered Actions:**

### ACCOMPLISHED Instructional Planning Includes

- Formal and informal assessments to monitor progress of all students and incorporates appropriate diagnostic, formative and summative assessments data into lesson plans.
- Consistent feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining confidentiality.
- Analysis of student data connected to specific instructional strategies.

**Moves to Student Centered Actions:**

### PROFICIENT Instructional Planning Includes

- Formal and informal assessments to monitor progress of all students.
- Substantive, specific and timely feedback to students, families and other school personnel while maintaining confidentiality.
- Analysis of student data connected to specific instructional strategies.

**Focuses on Mostly Teacher Centered Actions:**

### DEVELOPING Instructional Planning Includes

- Formal and informal assessments to monitor progress of most students.
- Timely feedback to students and families.
- Utilization of multiple sources of student data.

**Focuses on Teacher Centered Actions:**

### IMPROVEMENT NEEDED Instructional Planning Includes

- Few formal and informal assessments to monitor student progress.
- Few opportunities for timely feedback to students or families.
- Utilization of few sources of student data.

**Focuses on Teacher Centered Actions:**

**Moves to Student Centered Actions:**
## Dimension 1.3 Knowledge of Students

Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development, and achievement for all students.

### Standards Basis:
1.1, 1.2, 1.3, 2.1, 2.2, 2.3

### Sources of Evidence:
Analysis of Student Data, Pre-Conference, Formal Observation

### Knowledge of Students

#### DISTINGUISHED

Instructional Planning Includes:
- All lessons that connect to students’ prior knowledge, life experiences, interests and future learning expectations across content areas.
- Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success.
- Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other’s learning.

#### ACCOMPLISHED

Instructional Planning Includes:
- All lessons that connect to students’ prior knowledge, life experiences and future learning expectations.
- Opportunities for students to utilize their individual learning patterns, habits and needs.

#### PROFICIENT

Instructional Planning Includes:
- All lessons that connect to students’ prior knowledge and experiences.
- Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students.

#### DEVELOPING

Instructional Planning Includes:
- Most lessons that connect to students’ prior knowledge and experiences.
- Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students.

#### IMPROVEMENT NEEDED

Instructional Planning Includes:
- Few lessons that connect to students’ prior knowledge and experiences.
- Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.

### MOVES TO STUDENT CENTERED ACTIONS

- **DISTINGUISHED**
  - Moves to Student Centered Actions
- **ACCOMPLISHED**
  - Moves to Student Centered Actions
- **PROFICIENT**
  - Focuses on Mostly Teacher Centered Actions
- **DEVELOPING**
  - Focuses on Teacher Centered Actions
- **IMPROVEMENT NEEDED**
  - Focuses on Teacher Centered Actions
## Dimension 1.4

### Activities

The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

### Standards Basis:

1.2, 1.3, 1.4, 1.5

### Sources of Evidence:

Pre-Conference, Formal Observation

### Instructional Planning Includes

- Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application
- Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability.
- The ability for students to set goals, reflect on, evaluate and hold each other accountable within instructional groups.
- Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning.

### DISTINGUISHED

- Questions that encourage all students to engage in complex, higher-order thinking and problem solving.
- Instructional groups based on the needs of all students and maintains both group and individual accountability.
- All students understanding their individual roles within instructional groups.
- Activities, resources, technology and instructional materials that are all aligned to instructional purposes.

### ACCOMPLISHED

- Questions that encourage all students to engage in complex, higher-order thinking.
- Instructional groups based on the needs of all students.
- All students understanding their individual roles within instructional groups.
- Activities, resources, technology and instructional materials that are mostly aligned to instructional purposes.

### PROFICIENT

- Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking.
- Instructional groups based on the needs of most students.
- Most students understanding their individual roles within instructional groups.
- Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes.

### DEVELOPING

- Encourages little to no complex, higher-order thinking.
- Instructional groups based on the needs of a few students.
- Lack of student understanding of their individual roles within instructional groups.
- Activities, resources, technology and/or instructional materials misaligned to instructional purposes.
<table>
<thead>
<tr>
<th>INSTRUCTION DIMENSION 2.1</th>
<th>DISTINGUISHED</th>
<th>ACHIEVED</th>
<th>PROFICIENT</th>
<th>DEVELOPING</th>
<th>IMPROVEMENT NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Achieving Expectations</strong> The teacher supports all learners in their pursuit of high levels of academic and social-emotional success. <strong>Standards Basis:</strong> 1.2, 1.4, 1.5, 2.1, 2.3, 3.2, 4.1, 4.4, 5.2 <strong>Sources of Evidence:</strong> Pre-Conference, Formal Observation</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>DISTINGUISHED</strong> The Teacher:</td>
<td><em>Provides opportunities for students to establish high academic and social-emotional expectations for themselves.</em></td>
<td><em>Provides opportunities for students to establish high academic expectations for themselves.</em></td>
<td><em>Sets academic expectations that challenge all students.</em></td>
<td><em>Sets academic expectations that challenge most students.</em></td>
<td><em>Sets expectations that challenge few students.</em></td>
</tr>
<tr>
<td></td>
<td><em>There is evidence that all students demonstrate mastery of the objective.</em></td>
<td><em>There is evidence that most students demonstrate mastery of the objective.</em></td>
<td><em>There is evidence that most students demonstrate mastery of the objective.</em></td>
<td><em>There is evidence that few students demonstrate mastery of the objective.</em></td>
<td><em>There is evidence that few students demonstrate mastery of the objective.</em></td>
</tr>
<tr>
<td></td>
<td><em>Provides opportunities for students to self-monitor and self-correct mistakes.</em></td>
<td><em>Anticipates student mistakes and encourages students to avoid common learning pitfalls.</em></td>
<td><em>Addresses student mistakes and follows through to ensure student mastery.</em></td>
<td><em>Sometimes addresses student mistakes.</em></td>
<td><em>Sometimes addresses student mistakes.</em></td>
</tr>
<tr>
<td></td>
<td><em>Systematically enables students to set goals for themselves and monitor their progress over time.</em></td>
<td><em>Establishes systems where students take initiative of their own learning and self-monitor.</em></td>
<td><em>Provides students opportunities to take initiative of their own learning.</em></td>
<td><em>Provides students opportunities to take initiative of their own learning.</em></td>
<td><em>Rarely provides opportunities for students to take initiative of their own learning.</em></td>
</tr>
<tr>
<td><strong>MOVES TO STUDENT CENTERED ACTIONS</strong></td>
<td><strong>MOVES TO STUDENT CENTERED ACTIONS</strong></td>
<td><strong>FOCUSUSES ON MOSTLY TEACHER CENTERED ACTIONS</strong></td>
<td><strong>FOCUSUSES ON TEACHER CENTERED ACTIONS</strong></td>
<td><strong>FOCUSUSES ON TEACHER CENTERED ACTIONS</strong></td>
<td><strong>FOCUSUSES ON TEACHER CENTERED ACTIONS</strong></td>
</tr>
</tbody>
</table>
### Instruction Dimension 2.2

#### Content Knowledge and Expertise

The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.

**Standards Basis:** 1.3, 1.5, 1.6, 2.3, 3.1, 3.2, 3.3

**Sources of Evidence:** Pre-Conference, Formal Observation

<table>
<thead>
<tr>
<th></th>
<th>Distinguished The Teacher:</th>
<th>Accomplished The Teacher:</th>
<th>Proficient The Teacher:</th>
<th>Developing The Teacher:</th>
<th>Improvement Needed The Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Knowledge of all the subjects she or he teaches and closely related subjects.</td>
<td>Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects.</td>
<td>Displays content knowledge of all the subjects she or he teaches and closely related subjects.</td>
<td>Conveys accurate content knowledge.</td>
<td>Conveys accurate content knowledge.</td>
<td>Conveys inaccurate content knowledge that leads to student confusion.</td>
</tr>
<tr>
<td>Integrates learning objectives with other disciplines, content areas and real-world experience.</td>
<td>Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.</td>
<td>Integrates learning objectives with other disciplines and real-world experiences.</td>
<td>Integrates learning objectives with other disciplines.</td>
<td>Integrates learning objectives with other disciplines.</td>
<td>Rarely integrates learning objectives with other disciplines.</td>
</tr>
<tr>
<td>Conveys a depth of content knowledge that allows for differentiated explanations.</td>
<td>Conveys a depth of content knowledge that allows for differentiated explanations.</td>
<td>Anticipates possible student misunderstandings.</td>
<td>Anticipates possible student misunderstandings.</td>
<td>Anticipates possible student misunderstandings.</td>
<td>Does not anticipate possible student misunderstandings.</td>
</tr>
<tr>
<td>Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios.</td>
<td>Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios.</td>
<td>Accurately reflects how the lesson fits within the structure of the discipline and the state standards.</td>
<td>Accurately reflects how the lesson fits within the structure of the discipline and the state standards.</td>
<td>Accurately reflects how the lesson fits within the structure of the discipline and the state standards.</td>
<td>Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</td>
</tr>
<tr>
<td>Constantly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</td>
<td>Constantly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</td>
<td>Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</td>
<td>Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</td>
<td>Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</td>
<td>Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</td>
</tr>
</tbody>
</table>

**Moves to Student Centered Actions**

**Moves to Student Centered Actions**

**Focuses on Mostly Teacher Centered Actions**

**Focuses on Teacher Centered Actions**

**Focuses on Teacher Centered Actions**
## Dimension 2.3 Communication

The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

### Standards Basis:
1.4, 1.5, 2.1, 3.1, 4.4

### Sources of Evidence:
Pre-Conference, Formal Observation

<table>
<thead>
<tr>
<th>MOVE TO STUDENT CENTERED ACTIONS</th>
<th>MOVE TO STUDENT CENTERED ACTIONS</th>
<th>FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS</th>
<th>FOCUSES ON TEACHER CENTERED ACTIONS</th>
<th>FOCUSES ON TEACHER CENTERED ACTIONS</th>
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<tbody>
<tr>
<td><strong>DISTINGUISHED The Teacher:</strong></td>
<td><strong>ACCOMPLISHED The Teacher:</strong></td>
<td><strong>PROFICIENT The Teacher:</strong></td>
<td><strong>DEVELOPING The Teacher:</strong></td>
<td><strong>IMPROVEMENT NEEDED The Teacher:</strong></td>
</tr>
</tbody>
</table>

- **Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content.**
- **Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery.**
- **Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson.**
- **Skillfully balances wait time, questioning techniques and integration of student and other resources to support student-directed learning.**
- **Establishes classroom practices that encourage all students to safely communicate effectively using visual tools and technology, artistic, spatial, tactile or other media with the teacher, their peers.**

---

**Distinguished:**

- Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content.
- Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery.
- Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson.
- Skillfully balances wait time, questioning techniques and integration of student and other resources to support student-directed learning.
- Establishes classroom practices that encourage all students to safely communicate effectively using visual tools and technology, artistic, spatial, tactile or other media with the teacher, their peers.

**Accomplished:**

- Skillfully uses probing questions to clarify, elaborate and extend learning; provides direct instruction as appropriate.
- Anticipates possible student misunderstandings and proactively develops techniques to address stumbling blocks to learning.
- Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion.
- Provides wait time when questioning students.
- Provides explanations that are clear and coherent.
- Establishes classroom practices that encourage all students to communicate effectively using visual tools and technology with the teacher, their peers.

---

**Proficient:**

- Uses probing questions to clarify, elaborate learning.
- Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts.
- Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion.
- Provides explanations that are clear.
- Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.

---

**Developing:**

- Leads lessons with some opportunity for dialogue, clarification or elaboration.
- Recognizes student misunderstandings but has a limited ability to respond.
- Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion.
- Uses verbal and written communication that is generally clear with minor errors of grammar.

---

**Improvement Needed:**

- Directs lessons with little opportunity for dialogue, clarification or elaboration.
- Is sometimes unaware of or unresponsive to student misunderstandings.
- Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure.
### Dimension 2.4 Differentiation

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

**Standards Basis:** 1.3, 1.6, 2.1, 2.2, 2.3, 3.3, 4.1, 5.1, 5.3, 5.4

**Sources of Evidence:** Pre-Conference, Formal Observation

#### Distinctive

**The Teacher:**

- Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.
- Consistently monitors the quality of student participation and performance.
- Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Uses multiple strategies to teach and assess students.

#### Accomplished

**The Teacher:**

- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality of student participation and performance.
- Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Uses strategies to teach and assess students.

#### Proficient

**The Teacher:**

- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality of student participation and performance.
- Recognizes when students become confused or disengaged and responds to student learning or social-emotional needs.
- Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.

#### Developing

**The Teacher:**

- Adapts lessons to address some student needs.
- Sometimes monitors the quality of student participation and performance.
- Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social-emotional needs.
- Sometimes provides differentiated instructional methods and content.

#### Improvement Needed

**The Teacher:**

- Provides one-size-fits-all lessons without meaningful differentiation.
- Rarely monitors the quality of student participation and performance.
- Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social-emotional needs.
- Rarely provides differentiated instructional methods and content.

**Moves to Student Centered Actions**

- Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.
- Consistently monitors the quality of student participation and performance.
- Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Uses multiple strategies to teach and assess students.

- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality of student participation and performance.
- Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Uses strategies to teach and assess students.

- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality of student participation and performance.
- Recognizes when students become confused or disengaged and responds to student learning or social-emotional needs.
- Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.

- Provides one-size-fits-all lessons without meaningful differentiation.
- Rarely monitors the quality of student participation and performance.
- Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social-emotional needs.
- Rarely provides differentiated instructional methods and content.
### INSTRUCTION

#### Dimension 2.5
**Monitor and Adjust**

The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

**Standards Basis:** 1.4, 1.6, 2.2, 2.3, 3.2, 4.4, 5.3, 5.4

**Sources of Evidence:** Pre-Conference, Formal Observation

<table>
<thead>
<tr>
<th>DISTINGUISHED The Teacher:</th>
<th>ACHIEVED The Teacher:</th>
<th>PROFICIENT The Teacher:</th>
<th>DEVELOPING The Teacher:</th>
<th>IMPROVEMENT NEEDED The Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs.</td>
<td>• Consistently invites input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs.</td>
<td>• Utilizes input from students in order to monitor and adjust instruction and activities.</td>
<td>• Sometimes utilizes input from students in order to monitor and adjust instruction and activities.</td>
<td>• Rarely utilizes input from students in order to monitor and adjust instruction and activities.</td>
</tr>
<tr>
<td>• Consistently adjusts instruction and activities within a broad range to maintain student engagement.</td>
<td>• Adjusts instruction and activities frequently and within a broad range to maintain student engagement.</td>
<td>• Monitors student behavior and responses for engagement and understanding.</td>
<td>• Sees student behavior but misses some signs of disengagement.</td>
<td>• Generally does not link student behavior and responses with student engagement and understanding.</td>
</tr>
<tr>
<td>• Uses discreet and explicit checks for understanding through questioning and academic feedback.</td>
<td>• Continually checks for understanding through purposeful questioning and academic feedback.</td>
<td>• Adjusts instruction and activities to maintain student engagement.</td>
<td>• Is aware of most student responses but misses some clues of misunderstanding.</td>
<td>• Persist with instruction or activities that do not engage students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Adjusts some instruction within a limited range.</td>
<td>• Makes no attempts to engage students who appear disengaged or disinterested.</td>
</tr>
</tbody>
</table>

**Moves to Student Centered Actions**

- Distinguished
- Achieved
- Proficient
- Developing
- Improvement Needed
## LEARNING ENVIRONMENT

### LEARNING ENVIRONMENT DIMENSION 3.1

#### Dimension 3.1
**Classroom Environment, Routines and Procedures**

The teacher organizes a safe, accessible and efficient classroom.

**Standards Basis:** 1.4, 4.1, 4.2, 4.3, 4.4

**Sources of Evidence:** Formal Observation, Pre-Classroom

<table>
<thead>
<tr>
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<th>DEVELOPING</th>
<th>IMPROVEMENT NEEDED</th>
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</thead>
<tbody>
<tr>
<td><strong>The Teacher:</strong></td>
<td><strong>The Teacher:</strong></td>
<td><strong>The Teacher:</strong></td>
<td><strong>The Teacher:</strong></td>
<td><strong>The Teacher:</strong></td>
</tr>
<tr>
<td>- Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility.</td>
<td>- Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly.</td>
<td>- All procedures, routines and transitions are clear and efficient.</td>
<td>- Most procedures, routines and transitions provide clear direction but others are unclear and inefficient.</td>
<td>- Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency.</td>
</tr>
<tr>
<td>- Students take primary leadership and responsibility for managing student groups, supplies and/or equipment.</td>
<td>- Students take some responsibility for managing student groups, supplies and/or equipment.</td>
<td>- Students actively participate in groups, manage supplies and equipment with very limited teacher direction.</td>
<td>- Students depend on the teacher to direct them in managing student groups, supplies and/or equipment.</td>
<td>- The classroom is unsafe, disorganized and uncomfortable. Some students are not able to access materials.</td>
</tr>
<tr>
<td>- The classroom is safe, inviting and organized to support learning objectives and is accessible to most students.</td>
<td>- The classroom is safe and organized to support learning objectives and is accessible to all students.</td>
<td>- The classroom is safe and organized to support learning objectives and is accessible to most students.</td>
<td>- The classroom is safe and accessible to most students, but is disorganized and cluttered.</td>
<td></td>
</tr>
</tbody>
</table>

**MOVES TO STUDENT CENTERED ACTIONS**

- MOVES TO STUDENT CENTERED ACTIONS
- MOVES TO STUDENT CENTERED ACTIONS
- FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS
- FOCUSES ON TEACHER CENTERED ACTIONS
- FOCUSES ON TEACHER CENTERED ACTIONS
### Dimension 3.2 Managing Student Behavior

The teacher establishes, communicates and maintains clear expectations for student behavior.

**Standards Basis:** 4.1, 4.2, 4.3, 4.4

**Sources of Evidence:** Formal Observation, Classroom, Pre-Conference

<table>
<thead>
<tr>
<th>DISTINGUISHED</th>
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<td>The Teacher:</td>
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<td>FOCUSES ON TEACHER CENTERED ACTIONS</td>
<td>FOCUSES ON TEACHER CENTERED ACTIONS</td>
</tr>
</tbody>
</table>

- **DISTINGUISHED**
  - The Teacher: Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly.
  - The Teacher: Students and the teacher create, adopt and maintain classroom behavior standards.

- **ACCOMPLISHED**
  - The Teacher: Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly.
  - The Teacher: Most students know, understand and respect classroom behavior standards.

- **PROFICIENT**
  - The Teacher: Consistently implements the campus and/or classroom behavior system proficiently.
  - The Teacher: Most students meet expected classroom behavior standards.

- **DEVELOPING**
  - The Teacher: Inconsistently implements the campus and/or classroom behavior system.
  - The Teacher: Most students meet expected classroom behavior standards.

- **IMPROVEMENT NEEDED**
  - The Teacher: Rarely or unfairly enforces campus or classroom behavior standards.
  - The Teacher: Student behavior impedes learning in the classroom.
### LEARNING ENVIRONMENT

<table>
<thead>
<tr>
<th>Dimension 3.3 Classroom Culture</th>
<th>DISTINGUISHED The Teacher:</th>
<th>ACCOMPLISHED The Teacher:</th>
<th>PROFICIENT The Teacher:</th>
<th>DEVELOPING The Teacher:</th>
<th>IMPROVEMENT NEEDED The Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher leads a mutually respectful and collaborative class of actively engaged learners. Standards Basis: 1.5, 1.6, 3.2, 4.3, 4.4, 5.1, 5.2, 5.4 Sources of Evidence: Formal Observation, Classroom</td>
<td>• Consistently engages all students with relevant, meaningful learning based on their interests, abilities to create a positive rapport amongst students. • Students collaborate positively and encourage each other’s efforts and achievements.</td>
<td>• Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities. • Students collaborate positively with each other and teacher.</td>
<td>• Engages all students in relevant, meaningful learning. • Students work respectfully individually and in groups.</td>
<td>• Establishes a class where most students are engaged in the curriculum. • Students are sometimes disrespectful of each other.</td>
<td>• Establishes a class where few students are engaged in the curriculum. • Students are disrespectful of each other and of the teacher.</td>
</tr>
</tbody>
</table>

**MOVES TO STUDENT CENTERED ACTIONS**

**MOVES TO STUDENT CENTERED ACTIONS**

**FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS**

**FOCUSES ON TEACHER CENTERED ACTIONS**

**FOCUSES ON TEACHER CENTERED ACTIONS**
<table>
<thead>
<tr>
<th>Dimension 4.1 Professional Demeanor and Ethics</th>
<th>DISTINGUISHED The Teacher:</th>
<th>ACCOMPLISHED The Teacher:</th>
<th>PROFICIENT The Teacher:</th>
<th>DEVELOPING The Teacher:</th>
<th>IMPROVEMENT NEEDED The Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards Basis: 6.2, 6.3, 6.4</td>
<td>• Models all professional standards (e.g., attendance, professional appearance and behaviors).</td>
<td>• Consistently meets all professional standards (e.g., attendance, professional appearance and behaviors).</td>
<td>• Meets all professional standards (e.g., attendance, professional appearance and behaviors).</td>
<td>• Meets most professional standards (e.g., attendance, professional appearance and behaviors).</td>
<td>• Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.</td>
</tr>
<tr>
<td>Sources of Evidence: Formal Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others</td>
<td>• Advocates successfully for the needs of all students in the classroom and campus.</td>
<td>• Advocates successfully for the needs of all students in the classroom.</td>
<td>• Advocates successfully for the needs of students in the classroom.</td>
<td>• Advocates successfully for the needs of students in the classroom.</td>
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</table>

MOVES TO STUDENT CENTERED ACTIONS

MOVES TO STUDENT CENTERED ACTIONS

FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS

FOCUSES ON TEACHER CENTERED ACTIONS

FOCUSES ON TEACHER CENTERED ACTIONS
### PROFESSIONAL PRACTICES AND RESPONSIBILITIES

<table>
<thead>
<tr>
<th></th>
<th>DISTINGUISHED The Teacher:</th>
<th>ACCOMPLISHED The Teacher:</th>
<th>PROFICIENT The Teacher:</th>
<th>DEVELOPING The Teacher:</th>
<th>IMPROVEMENT NEEDED The Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimension 4.2 Goal Setting</td>
<td>The teacher reflects on his/her practice.</td>
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<tr>
<td>Standards Basis: 5.4, 6.1, 6.2</td>
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<tr>
<td>Sources of Evidence: Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others</td>
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<tr>
<td>MOVES TO STUDENT CENTERED ACTIONS</td>
<td>MOVES TO STUDENT CENTERED ACTIONS</td>
<td>FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS</td>
<td>FOCUSES ON TEACHER CENTERED ACTIONS</td>
<td>FOCUSES ON TEACHER CENTERED ACTIONS</td>
<td></td>
</tr>
</tbody>
</table>

#### DISTINGUISHED
- Consistently sets, modifies and meets short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning.
- Implements substantial changes in practice resulting in significant improvement in student performance.

#### ACCOMPLISHED
- Sets some short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning.
- Meets all professional goals resulting in improvement in practice and student performance.

#### PROFICIENT
- Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback.
- Meets all professional goals resulting in improvement in practice and student performance.

#### DEVELOPING
- Sets short-term goals based on self-assessment.
- Meets most professional goals resulting in some visible changes in practice.

#### IMPROVEMENT NEEDED
- Sets low or ambiguous goals unrelated to student needs or self-assessment.
- Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.
<table>
<thead>
<tr>
<th>Dimension 4.3 Professional Development</th>
<th>Distinguished The Teacher:</th>
<th>Accomplished The Teacher:</th>
<th>Proficient The Teacher:</th>
<th>Developing The Teacher:</th>
<th>Improvement Needed The Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher enhances the professional community.</td>
<td>• Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection.</td>
<td>• Leads colleagues collaboratively on campus to identify professional development needs through self-reflection.</td>
<td>• Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities beyond the campus.</td>
<td>• Engages in most scheduled activities, professional learning communities, committee, grade- or subject-level team meetings as directed.</td>
<td>• Engages in few professional development activities, professional learning communities or committees to improve professional practice.</td>
</tr>
<tr>
<td>Standards Basis: 3.1, 6.1, 6.2, 6.3</td>
<td>• Seeks resources and collaboratively fosters faculty knowledge and skills.</td>
<td>• Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities beyond the campus.</td>
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</tr>
<tr>
<td>Sources of Evidence: Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others</td>
<td>• Develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject-level team leadership, committee leadership or other opportunities beyond the campus.</td>
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PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.3

MOVES TO STUDENT CENTERED ACTIONS

MOVES TO STUDENT CENTERED ACTIONS

FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS

FOCUSES ON TEACHER CENTERED ACTIONS

FOCUSES ON TEACHER CENTERED ACTIONS
# Professional Practices and Responsibilities

## Dimension 4.4: School Community Involvement

The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

**Standards Basis:** 2.1, 2.2, 4.1, 4.4, 5.2, 6.2, 6.3, 6.4

**Sources of Evidence:** Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

### DISTINGUISHED

The Teacher:

- Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school.
- Systematically contacts parents/guardians regarding students’ academic and social/emotional growth through various media.
- Initiates collaborative efforts that enhance student learning and growth, and inspire trust, understanding and commitment in the school.

### ACCOMPLISHED

The Teacher:

- Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members.
- Systematically contacts parents/guardians regarding students’ academic and social/emotional growth through various media.
- Joins colleagues in collaborative efforts that enhance student learning and growth, and inspire trust and understanding in the school community.

### PROFICIENT

The Teacher:

- Communicates the mission, vision and goals of the school to students, colleagues, parents and families.
- Contacts parents/guardians regularly regarding students’ academic and social/emotional growth.
- Actively participates in all school outreach activities.

### DEVELOPING

The Teacher:

- Communicates school goals to students, parents and families.
- Contacts parents/guardians in accordance with campus policy.
- Attends most required school outreach activities.

### IMPROVEMENT NEEDED

The Teacher:

- Contacts parents generally about disciplinary matters.
- Attends few required school outreach activities.

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**Moves to Student Centered Actions**

- DISTINGUISHED: MOVES TO STUDENT CENTERED ACTIONS
- ACCOMPLISHED: MOVES TO STUDENT CENTERED ACTIONS
- PROFICIENT: FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS
- DEVELOPING: FOCUSES ON TEACHER CENTERED ACTIONS
- IMPROVEMENT NEEDED: FOCUSES ON TEACHER CENTERED ACTIONS
### RUBRIC WORD BANK
with examples of qualifiers that are interchangeably used:

<table>
<thead>
<tr>
<th>DIMENSION EXAMPLE:</th>
<th>DISTINGUISHED</th>
<th>ACCOMPLISHED</th>
<th>PROFICIENT</th>
<th>DEVELOPING</th>
<th>IMPROVEMENT NEEDED</th>
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<tbody>
<tr>
<td>LEARNING ENVIRONMENT</td>
<td>ALL</td>
<td>ALL</td>
<td>ALL</td>
<td>MOST</td>
<td>FEW</td>
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<tr>
<td>Classroom Culture</td>
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<tr>
<td>LEARNING ENVIRONMENT</td>
<td>CONSISTENTLY</td>
<td>CONSISTENTLY</td>
<td>CONSISTENTLY</td>
<td>INCONSISTENTLY</td>
<td>RARELY</td>
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<tr>
<td>Managing Student Behavior</td>
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<tr>
<td>INSTRUCTION</td>
<td>ALL</td>
<td>MOST</td>
<td>MOST</td>
<td>SOME</td>
<td>FEW</td>
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<tr>
<td>Achieving Expectations</td>
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<tr>
<td>INSTRUCTION</td>
<td>CONSISTENTLY</td>
<td>REGULARLY</td>
<td>DOES (ACTION)</td>
<td>SOMETIMES</td>
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<td>Content Knowledge and Expertise</td>
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<td>SOMETIMES</td>
<td>DOES NOT (ACTION)</td>
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<tr>
<td>Differentiation</td>
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<tr>
<td>Moves to Student Centered Actions</td>
<td>MOVES TO STUDENT CENTERED ACTIONS</td>
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<td>FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS</td>
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