Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy
Knowledge of Content and Structure of Discipline, Prerequisite Relationships, and Content-Related Pedagogy

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Teacher's planning displays: -working understanding of how topics/concepts relate to one another and other disciplines -wide range of pedagogical approaches and anticipates student misconceptions _____ EXAMPLES OF DIFFERENTIATION IN THIS COMPONENT: Planning displays: -anticipation of students' misunderstanding and includes a wide variety of strategies used to clarify based on identified individual student needs	Teacher's planning displays: -awareness of how topics/concepts relate to one another -wide range of pedagogical approaches _____ Planning displays: -wide variety of strategies based on identified group characteristics	Teacher's planning displays: -some awareness of prerequisite relationships among topics/concepts -limited range of pedagogical approaches _____ Planning displays: -limited variety of strategies based on whole group characteristics and performance	Teacher's planning displays: -no awareness of prerequisite relationships among topics/concepts and content errors -no range of pedagogical approaches _____ Planning displays: -No strategies to address group or individual needs

Component 1b: Demonstrating Knowledge of Students
Knowledge of Child/Adolescent Development, Learning Process, Students' Skills and Knowledge, Language Proficiency, Interests, and Special Needs

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Teacher's planning displays: - an understanding of developmental characteristics of individual student - an understanding of students' skills, knowledge, and language proficiency and applies knowledge to individual students, groups of students and the whole class - an understanding of students' special learning and medical needs, maintains records and utilizes information appropriately applying to individual students _____ EXAMPLES OF DIFFERENTIATION IN THIS COMPONENT: Planning displays: -inclusion of appropriate sources of data to determine each **individual** student's characteristics and needs	Teacher's planning displays: - an understanding of developmental characteristics - an understanding of students' skills, knowledge and language proficiency and applies knowledge to groups of students as well as the whole class -an understanding of students' special learning and medical needs, maintains records and utilizes information appropriately _____ Planning displays: -inclusion of appropriate sources of data to determine the characteristics and needs of identified **groups of students** (i.e. gifted, ELL, struggling learners, etc.)	Teacher's planning displays: - a partial understanding of developmental characteristics - a partial understanding of students' skills, knowledge and/or language proficiency and applies knowledge to the class as a whole -a partial understanding of students' special learning and medical needs but may be inaccurate or incomplete _____ Planning displays: -inconsistent or limited use of data sources to determine student characteristics and needs	Teacher's planning displays: - no understanding of the developmental characteristics - no understanding of students' skills, knowledge and/or language proficiency -no understanding of students' special learning and medical needs _____ Planning displays: -no consideration of student data to determine characteristics and needs

Component 1c: Setting Instructional Outcomes			
Value, Sequence, Alignment, Clarity, Balance, and Suitability for Learners			
Highly Effective	**Effective**	**Needs Improvement/Developing**	**Unsatisfactory**
Teacher's planning displays: -outcomes that represent high expectations connected to a sequence of learning and written in the form of student learning both in the discipline and across disciplines - viable methods of assessment with use for future instruction _____ EXAMPLES OF DIFFERENTIATION IN THIS COMPONENT: Planning displays: -a variety of assessments matched to each **individual** student's learning needs	Teacher's planning displays: -outcomes that represent high expectations connected to a sequence of learning and are written in the form of student learning -viable methods of assessment _____ Planning displays: -a variety of assessments that consider the predominant learning needs and modalities of the **class**	Teacher's planning displays: -outcomes that represent moderate expectations with connection to a sequence of learning - inappropriate methods of assessment _____ Planning displays: -limited variety of assessments that may be inappropriate to the learning needs and modalities of the **class**	Teacher's planning displays: -outcomes that represent no or low expectations without a connection to a sequence of learning -no assessment _____ Planning displays -no assessments
Component 1d: Demonstrating Knowledge of Resources			
Resources for Instruction and Student Use			
Highly Effective	**Effective**	**Needs Improvement/Developing**	**Unsatisfactory**
Teacher's planning displays: - appropriate materials and resources that are designed to support learning the standard and provide differentiated learning -evidence of appropriate use of available technology by students _____ EXAMPLES OF DIFFERENTIATION IN THIS COMPONENT: Planning displays: -standards aligned materials matched to each **individual** student's learning needs to achieve mastery of the standard	Teacher's planning displays: - appropriate materials and resources to support learning the standard -evidence of appropriate use of available technology by teachers _____ Planning displays: -standards aligned materials matched to small **group** learning needs (i.e. struggling learners, ELL, gifted, etc.)	Teacher's planning displays: -inappropriate materials and resources to support learning the standard -limited use of available technology _____ Planning displays: - materials minimally aligned to standards or materials that are inappropriate to the learning needs of some students	Teacher's planning displays: -no plan for materials and resources to support learning the standard -little, no, or inappropriate use of available technology _____ Planning displays: -materials completely misaligned to standards and/or student needs

Component 1e: Designing Coherent Instruction
Learning Activities and Lesson and Unit Structure

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Teacher's planning displays: -learning activities that represent cognitive challenge with differentiation for individual students -a detailed lesson and/or unit plan with appropriate structure and progression _____ EXAMPLES OF DIFFERENTIATION IN THIS COMPONENT: Planning displays: -learning activities that represent cognitive challenge with differentiation for individual students	Teacher's planning displays: -learning activities that represent cognitive challenge with differentiation for groups of student - lesson and/or unit plan with appropriate structure and progression _____ Planning displays: -learning activities that represent cognitive challenge with differentiation for groups of student	Teacher's planning displays: -some learning activities that represent a cognitive challenge, but with little or no differentiation for groups of students -lesson or unit plan with some structure and/or uneven progression _____ Planning displays: -some learning activities that represent a cognitive challenge, but with little or no differentiation for groups of students	Teacher's planning displays: -learning activities that are not suitable for learning outcomes -lesson or unit plan has no clearly defined structure _____ Planning displays: -learning activities that are not suitable for learning outcomes

Component 1f: Designing Student Assessments
Congruence with Instructional Outcomes, Criteria and Standards, Design of formative Assessments

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Teacher's planning displays: -an assessment approach that fully aligns with instructional outcomes -assessment criteria and standards that are clear to students and align with instructional outcomes-a plan for use of formative assessment that is utilized by both students and the teacher _____ EXAMPLES OF DIFFERENTIATION IN THIS COMPONENT: Planning displays: -A variety of formative assessments aligned to the standards that are designed to provide individualized data to teacher and student that informs grouping, selection of instructional strategies and priorities, pacing, and readiness. - Use of data from prior formative assessments and student feedback in planning future formative assessment	Teacher's planning displays: -an assessment approach that aligns with most instructional outcomes -assessment criteria and standards that are clear and align with instructional outcomes -a plan for use of formative assessment by the teacher to drive instruction _____ -Planning displays: -A variety of formative assessments aligned to the standards that are designed to provide data to the teacher to inform grouping, selection of instructional strategies and priorities, pacing, and readiness. -Use of formative assessment data in planning future formative assessments	Teacher's planning displays -an assessment approach that aligns with some instructional outcomes -assessment criteria and standards that have been developed, but are not clear -a plan for use of formative assessment _____ Planning displays: -limited or inappropriate formative assessments that do not inform differentiation decision-making such as grouping, pacing, readiness, or instructional strategies. -A single approach to formative assessments that does not consider data from prior formative assessments	Teacher's planning displays: -an assessment approach that does not align with instructional outcomes -a lack of assessment criteria and standards -no plan to incorporate formative assessment _____ Planning displays: -no plan for using formative assessment data to inform differentiation decision-making. -complete disregard for formative assessment data

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport
Teacher Interaction with Students and Student with Student Interactions

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Interactions display: -teacher interactions with students that are respectful and caring - respect and trust for the teacher by the students -respect, caring and politeness among students _____ EXAMPLES OF DIFFERENTIATION IN THIS COMPONENT: Interactions display: -respectful acknowledgement of student differences while holding all to the same high standard; engagement as partners in learning -conversation between the students and teacher and among students that respect the varying talents and levels of learning	Interactions display: -teacher interactions with students that are respectful -respect for the teacher by the students -respect among students _____ Interactions display: -conversation between the students and teacher and among students that respect the varying talents and levels of learning	Interactions display: -teacher interactions with students that are appropriate but may reflect occasional inconsistencies -only minimal respect for the teacher by the students -minimal respect among students _____ Interactions display: -conversation that may be inconsistent in continuity or appreciation of differences; conversation may indicate some frustration or impatience with student learning differences.	Interactions display: -negative, sarcastic or inappropriate interaction between the teacher and one or more students -a lack of respect for the teacher by the students -qualities of disrespect such as sarcasm, conflict and put downs among students _____ Interactions display: -negative interactions and conversation that treat learning differences as liabilities between teacher and student or among students.

Component 2b: Establishing a Culture for Learning
Importance of Content, Expectations for Learning and Achievement, and Student Pride in Work

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Teacher's practices: - inspire the active participation, and curiosity of the students toward the content -result in the internalization of high expectations by students - result in students' attention to detail, with students taking pride in their work	Teacher's practices: - reflect enthusiasm toward the content -display high expectations for students - result in students' acceptance of the teacher's insistence of high quality work	Teacher's practices: - reflect little conviction toward the content -display moderate expectations for students - result in minimal commitment by students to do quality work	Teacher's practices: - reflect a negative attitude toward the content -display low expectations for some students - result in no commitment by students to do quality work

Teacher Performance Rubrics with DIFFERENTIATION 2014-2015
Revised 7/2014

_____	_____	_____	_____
EXAMPLES OF DIFFERENTIATION IN THIS COMPONENT: Practices display: -display encouragement and acknowledgement of all students on an individual basis regardless of differences to meet high level of standard proficiency, leading to individual students monitoring details in their work and striving to meet high outcomes	Practices display: -display encouragement and high expectations for groups of students to meet high standards of proficiency given their learning differences.	Practices display: -display encouragement and high expectations for some but not for others to meet high standards of proficiency	Practices display: -little or no encouragement for students to meet high standards of proficiency
-result in students choosing, initiating, and or adapting strategies for themselves to facilitate their understanding of the content	-result in students choosing strategies for themselves in order to facilitate understanding of the content.	-result in minimal ownership and choice for students.	-no student ownership or choice.

Component 2c: Managing Classroom Procedures
Management of Instructional Groups, Transitions, Materials/Supplies, Non-Instructional Duties, and Supervision of Paraprofessionals and Volunteer

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Teacher's practices result in:	Teacher's practices result in:	Teacher's practices result in:	Teacher's practices result in:
-students productively involved in learning during independent or group work with students taking responsibility for productivity	-most students productively involved in learning during independent or group work	-some students productively involved in learning during independent or group work	-students not productively involved in learning during independent or group work
-students assuming responsibility for efficient transitions	-transitions that are smooth with no loss of instructional time	-some loss of instructional time during transitions	-chaotic transitions with significant loss of instructional time
-students assuming some responsibility for the efficient handling of materials/supplies with no loss of instructional time	- efficient handling of materials/supplies with little or no loss of instructional time	-inconsistent handling of materials/supplies with some loss of instructional time	-inefficient handling of materials/supplies with significant loss of instructional time
- students assuming some responsibility for performing non-instructional duties with no loss of instructional time	- efficient systems for performing non-instructional duties with little or no loss of instructional time	- some loss of instructional time performing non-instructional duties	-considerable loss of instructional time performing non-instructional duties
-volunteers/paraprofessionals making a substantial contribution to the instructional environment	-volunteers/paraprofessionals productively and independently engaged during the entire class	-volunteers/paraprofessionals with poorly defined duties	-volunteers/paraprofessionals with no clearly defined duties
_____ EXAMPLES OF DIFFERENTIATION IN THIS COMPONENT: practices display: -students assuming some responsibility for choosing materials appropriate to their individual learning needs.	_____ practices display: -efficient handling of a variety of learning materials with multiple groups of students with no loss of instructional time.	_____ practices display: -inconsistent handling of a multiple sets of learning materials that results in student confusion and a loss of	_____ practices display: -inefficient handling of multiple sets of materials with some students not having what they need to learn.

- individual students smoothly transitioning through a variety of learning strategies and modalities with no loss of instructional time	-groups of students smoothly transitioning through a variety of learning strategies and modalities with no loss of instructional time	instructional time. -grouping practices that are not clearly defined and that lead to a loss in instructional time	-chaotic grouping practices that lead to confusion for students and a significant loss of instructional time

Component 2d: Managing Student Behavior
Expectations, and Monitoring and Responding to Student Behavior

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Teacher's practices display: -clearly established standards of conduct with students promoting peer compliance -proactive monitoring of student behavior -student behavior is entirely appropriate or response to misbehavior that is appropriate and sensitive to individual students' needs _____ EXAMPLES OF DIFFERENTIATION IN THIS COMPONENT: practices display: -proactive interventions based on **individual** student's needs that prevent student frustration and/or boredom and potential behavior problems	Teacher's practices display: -clearly established standards of conduct with consistent compliance -monitoring of student behavior at all times -student behavior is generally appropriate or response to misbehavior that is appropriate; _____ practices display: --appropriate responses to **individual** student frustration that de-escalate potential behavior problems	Teacher's practices display: -established standards of conduct with inconsistent compliance -some monitoring and awareness of student behavior, but some inappropriate student behavior is missed -response to misbehavior that is attempted but with uneven results _____ practices display: -inconsistent responses to student frustration that result in some student frustration and/or boredom and some behavior problems	Teacher's practices display: -no standards of conduct -no monitoring or a lack of awareness of student behavior -no response or incorrect response to misbehavior _____ practices display: -no response to student frustration and/or boredom resulting in frequent behavior problems

Component 2e: Organizing Physical Space
Safety, Accessibility and Use of Physical Space

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Teacher's practices result in: - classroom that is safe with students following procedures to ensure that learning is accessible to all students -both teacher and students effectively use furniture and physical space to advance learning	Teacher's practices result in: - classroom that is safe and accessible to all students - teacher effectively uses furniture and physical space to advance learning	Teacher's practices result in: -classroom that is safe and accessible to most students -teacher makes adequate use of physical space, but the furniture is not purposefully arranged with a focus on student learning	Teacher's practices result in: -classroom that is unsafe and not accessible to some students -furniture arrangements that inhibit student learning or the teacher makes poor use of physical space

_____ EXAMPLES OF DIFFERENTIATION IN THIS COMPONENT: Practices result in: -flexible use of classroom space by both teacher and students to accommodate a variety of grouping practices, learning modalities, and instructional approaches	_____ Practices result in: -teacher effectively uses classroom space to accommodate various grouping practices and multiple instructional approaches	_____ Practices result in: -classroom space is organized around rigid grouping practices and only a few key instructional approaches	_____ Practices result in: -classroom space does not allow for any grouping and is designed to accommodate only one instructional approach or learning modality

Domain 3: Instruction

Component 3a: Communicating with Students
Use of Oral and Written Language for Expectations, Directions, Procedures, and Explanations of Content

Highly Effective	**Effective**	**Needs Improvement/Developing**	**Unsatisfactory**
Teacher's practices display: -clear purpose for lesson or unit, including where it is situated within broader learning and motivates the student	Teacher's practices display: -clear purpose for lesson or unit, including where situated within broader learning	Teacher's practices display: -attempts to explain purpose for lesson or unit with limited success	Teacher's practices display: -unclear purpose for lesson or unit
-clear directions and procedures to students that anticipate student misunderstanding	-clear directions and procedures to students with clarification as needed	-confusing directions and procedures	- no directions and/or procedures
-explanation of content connects with students' knowledge and experience and provides opportunities for students to explain to peers	-explanation of content that connects with students' knowledge and experience	- explanation of content with no connection to student knowledge and experience	-confusing explanation of content
-spoken and written language that conforms to standard English and is motivating to students	-spoken and written language that conforms to standard English and is understood by the students	-spoken and written language that conforms to standard English but may not be understood by students	-written and spoken language that contains grammatical errors and/or is inaudible or illegible
-vocabulary that enriches the lesson and extends students' vocabulary _____ EXAMPLES OF DIFFERENTIATION IN THIS COMPONENT: Practices display: Clear direction and explanation of content delivered in varying formats, connected to previous learning , using varied vocabulary, to account for individual student differences and learning modalities	-vocabulary is appropriate to students' ages and interests _____ Practices display: Clear direction and explanation of content delivered in more than one format, delivered with context clues, using vocabulary understood by the group, to account for differences and learning	-vocabulary is not appropriate to students' ages and interests _____ Practices display: Direction and explanation of content and use of vocabulary that is unclear or confusing ,providing little context and not accounting for any class diversity	-vocabulary is not appropriate or is used inappropriately _____ Practices display: -Lack of direction and explanation of content causing confusion among students

	modalities of groups of students		

Component 3b: Using Questioning and Discussion Techniques
Quality Questions, Engaging Discussion Techniques, Ensuring Student Participation

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Teacher's practices display: -questions that are high quality with balanced cognitive challenge, adequate response time and persistence in soliciting responses -discussion among students focused on content with students formulating questions and initiating discussions _____ EXAMPLES OF DIFFERENTIATION IN THIS COMPONENT: Practices display: -high quality questions offering multiple levels of cognitive challenge and discussion that consider individual student differences -multiple opportunities for students to initiate discussions and formulate questions to facilitate their own learning	Teacher's practices display: -cognitively balanced questions with adequate response time -discussion among all students focused on content _____ Practices display: -high quality questions designed to target various learning modalities and needs. -multiple opportunities for students to formulate their own questions in teacher-lead discussions	Teacher's practices display: -questions that are only low cognitive challenge and/or inadequate response time -discussion among students with unfocused results _____ Practices display: -Low quality questions that do not consider the various learning needs or modalities of students. -few opportunities for students to formulate their own questions	Teacher's practices display: -questions that are poor quality and/or of only low cognitive challenge with inadequate response time or no questions posed -no student discussion and/or allows off topic conversations _____ Practices display: -poor quality questions that focus on only one learning modality or that do not consider the various learning needs of students. -no opportunity for students to formulate their own questions.

Component 3c: Engaging Students in Learning
Activities, Assignments, Grouping of Students, Use of Instructional Materials and Resources, Structure and Pacing

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Teacher's practices display: - activities and assignments are appropriate and actively engage students in learning -instructional groups (whole, small, indiv., etc.) that are productive and appropriate to instructional purposes with students taking ownership of the	Teacher's practices display: - activities and assignments are appropriate and engage students in learning -instructional groups (whole group, small group, individual, etc.) that are productive	Teacher's practices display: -activities and assignments are appropriate and engage some students in learning -instructional groups (whole group, small group, individual, etc.) that are	Teacher's practices display: -activities and/or assignments are inappropriate and/or do not engage students in learning -instructional groups (whole group, small group, individual, etc.)that are inappropriate to instructional purposes

learning --instructional materials and resources that enhance student learning and engagement -appropriate lesson structure and pacing allowing for student closure	and appropriate to instructional purposes -instructional materials and resources that are appropriate -appropriate lesson structure and pacing with closure	partially appropriate or moderately successful to the instructional purposes -instructional materials and resources that are partially appropriate -inappropriate lesson structure and pacing with no closure	-Instructional materials and resources that are inappropriate or nonexistent -no defined lesson structure
_____ EXAMPLES OF DIFFERENTIATION IN THIS COMPONENT: Practices display: -assignments, materials, and resources varying in format, modality, length, time, pacing, and interest to account for individual student differences and allow for engagement based on interest -Groups determined with individual differences in mind and roles that allow for productivity and ownership of learning for each individual student -multiple pathways for students to meet or exceed the standards	_____ Practices display: -assignments, materials, and resources varying in format, modality, length, time, pacing, and interest to engage groups of students -Group structure and roles that allow for productivity and ownership of learning of the group -several pathways for students to meet the standards -	_____ Practices display: -assignments, materials, and resources varying in format, modality, length, time, pacing, and interest to engage some of the class -Group structure and roles that may encourage productivity and ownership of learning for some students -limited pathways for students to meet the standards	_____ Practices display: -assignments, materials, and resources that are inappropriate and do not engage students -Group structure and roles that are inappropriate -a single or unclear pathway all students must follow to meet the standards

Component 3d: Using Assessment in Instruction
Assessment Criteria, Monitoring of Student Learning, Feedback to Students, Student Self-Assessment and Monitoring of Progress

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Teacher's practices result in: -awareness by students of criteria and performance standards by which work will be evaluated and where their own performance is in relation to the standard - students monitoring their own progress -students utilizing teacher feedback to enhance the quality of their work -students assess their progress and use the data to enhance their learning	Teacher's practices display: -awareness by most students of criteria and performance standards by which work will be evaluated - consistent monitoring of student progress by the teacher -consistent and timely feedback to students -consistent opportunities for student self-assessment	Teacher's practices display: -awareness by some students of criteria and performance standards by which work will be evaluated - inconsistent monitoring of student progress -inconsistent feedback to students -occasional or inconsistent opportunities for student self-assessment _____	Teacher's practices display: -a lack of student awareness of criteria and performance standards by which work will be evaluated -no evidence of monitoring student progress -poor or untimely feedback to students -no opportunity for student self-assessment

| EXAMPLES OF DIFFERENTIATION IN THIS COMPONENT:
Practices display:
-awareness by individual students of the criteria by which their work is judged, where they stand in relation standard proficiency, monitoring of their own progress, and utilizing as well as providing accurate and timely feedback to the teacher of this understanding
-personalized, timely feedback to move each student towards proficiency in the standards that results in students initiating changes based on teacher feedback and/or self-reflection | Practices display:
-awareness by most students of the criteria by which their work is judged and where they stand in relation standard proficiency; monitoring of student progress by the teacher and timely feedback provided by the teacher; self assessment utilized by some students
-targeted feedback based on the rubric/assessment criteria that show students how to reach proficiency in the standards
that results in students adjusting their performance to better meet the standards. | Practices display:
-awareness by some students of the criteria by which their work is judged and where they stand in relation standard proficiency; inconsistent monitoring of student progress by the teacher and inconsistent or inappropriate feedback provided by the teacher; self- assessment rarely utilized by students
-blanket feedback for all students that results in students making cursory changes in their performance that may or may not improve the final product | -Practices display:
-lack of student awareness of criteria of success, no monitoring of student progress or feedback to students. No self-assessment
-All students receive the same ineffective feedback and their performance worsens as a result. |

Component 3e: Demonstrating Flexibility and Responsiveness
Lesson Adjustment, Response to Students, and Persistence

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Teacher's practices display: -lesson adjustment occurs with no loss of instructional time or none is needed - accommodates students' questions or interests in a manner that enhances student learning _____ DIFFERENTIATION Practices Display: -differentiation using an extensive repertoire of instructional strategies EXAMPLES OF DIFFERENTIATION IN THIS COMPONENT: -evidence of student choice and ownership -support provided to **individual** students and response to individuals for correction, validation, or to adjust lesson for student understanding	Teacher's practices display: -lesson adjustment occurs or none is needed - accommodation of students' questions or interests _____ Practices Display: - differentiation using a variety of instructional strategies –evidence of student choice -support provided to **groups** of students and response to groups for correction, validation, or to adjust lesson for student understanding	Teacher's practices display: -attempt to adjust the lesson as needed with partial success - accommodation of students' questions or interests with some loss of instructional time _____ Practices Display: - limited differentiation -limited student choice -limited support and response for correction, validation, and little adjustment , or inappropriate adjustment, to the lesson for student understanding	Teacher's practices display: -no evidence of lesson adjustment when a change is clearly needed -no attempt to accommodate or accommodates students' questions or interests with significant loss of instructional time _____ Practices Display: -no differentiation -no student choice -No tier 1 support to enable students to meet proficiency -no support and response for correction, validation, and no adjustment to the lesson for student understanding

Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching
Accuracy and Use in Future Teaching

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Teacher's reflections display: - accurate assessment of a lesson's effectiveness in achieving instructional outcomes and can cite specific examples from the lesson to support his/her judgment - specific suggestions about how a lesson could be improved _____ EXAMPLES OF DIFFERENTIATION IN THIS COMPONENT: Reflections Display: -consideration of multiple data sources and specific suggestions for how to adjust instruction based on these data to better meet individual student needs -effective tier 1 support to insure more than 80% of students meeting or exceeding proficiency	Teacher's reflections display: - accurate assessment of a lesson's effectiveness in achieving instructional outcomes - general suggestions about how a lesson could be improved _____ Reflections Display -consideration of one or two data sources and identifies ways to adjust instruction in response to the data to better meet the needs of groups of students -effective tier 1 support to insure 80% of students meeting proficiency	Teacher's reflections display: - inconsistent impression of a lesson's effectiveness in achieving instructional outcomes - inaccurate suggestions about how a lesson could be improved _____ Reflections Display -inconsistent or inaccurate interpretation of data and few suggestions of how to use data to inform future instructional decisions regarding students' learning needs -Limited tier 1 support resulting in less than 80% of students meet proficiency	Teacher's reflections display: - a lack of understanding of whether or not a lesson was effective in achieving instructional outcomes -no suggestions about how a lesson could be improved _____ Reflections Display -no consideration of student data -No tier 1 support to enable students to meet proficiency

Component 4b: Maintaining Accurate Records
Student Completion of Assignments and Progress in Learning, and Non-Instructional Records

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory

Teacher's practices display:	Teacher's practices display:	Teacher's practices display:	Teacher's practices display:
-effective system for maintaining information on student completion of assignments including a system where students take responsibility for their assignments -system for maintaining information on student progress in learning is fully effective and allows for independent monitoring by students - effective system for maintaining information on non-instructional records and students contribute to its maintenance _____	- effective system for maintaining information on student completion of assignments -effective system for maintaining information on student progress in learning - effective system for maintaining non-instructional records _____	- partially effective system for maintaining information on student completion of assignments - partially effective system for maintaining information on student progress in learning - partially effective system for maintaining non-instructional records _____	- ineffective system for maintaining information on student completion of assignments - ineffective system for maintaining information on student progress in learning or the system is in disarray _____
EXAMPLES OF DIFFERENTIATION IN THIS COMPONENT: Practices Display: -effective system for both teacher and students to maintain individual student data used to track effectiveness of tier 1 support	Practices Display: -effective system for maintaining student data used to inform instructional decisions	Practices Display: -inconsistent systems for maintaining student data used to inform instructional decisions	Practices Display: - ineffective system for maintaining non-instructional records resulting in errors and/or confusion -no system for maintaining student data used to inform instructional decisions

Component 4c: Communicating with Families
Information about the Instructional Program and Individual Students, and Engagement of Families in the Instructional Program

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Teacher's practices provide: -on-going and current information to families about the instructional program and student progress -frequent and on-going response to family concerns about students _____ EXAMPLES OF DIFFERENTIATION IN THIS COMPONENT: Teacher:	Teacher's practices provide: - current information to families about the instructional program and student progress -timely and sensitive response to family concerns about students _____ Teacher:	Teacher's practices provide: - inconsistent or untimely information to families about the instructional program and student progress - untimely response or response with limited sensitivity to family concerns about students _____ Teacher:	Teacher's practices provide: - little or no information to families about the instructional program and student progress - insensitive or no response to family concerns about students _____ Teacher:

-effective ways of involving students and families in understanding, leveraging, and supporting individual student learning differences to improve or sustain student performance	-effective ways of helping families understand and support individual student learning differences to improve or sustain student performance	-insensitive or inconsistent ways of helping families understand student learning differences and unclear ways of showing families how to improve or sustain student performance	-no information to families about student learning differences and no information to families about how to best improve or sustain students' performance

Component 4d: Participating in a Professional Community   (All rating in this area can be achieved during contract hours.-)
Relationships with Colleagues, Involvement in a Culture of Professional Inquiry, and Participation in School and District Projects

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Teacher: -relationships with colleagues are positive and professional characterized by support and initiate collaboration - takes a leadership role in promoting a culture of professional inquiry -participates in school events and/or district projects, making a contribution, and assuming a leadership role in at least one aspect of school life _____ EXAMPLES OF DIFFERENTIATION IN THIS COMPONENT: Teacher: -takes a leadership role in promoting differentiation -shares best practices around differentiation with colleagues within the school and throughout the district	Teacher: -relationships with colleagues are positive and professional and participates in collaboration -actively participates in a culture of professional inquiry -participates in school events and/or district projects making a contribution _____ Teacher: -actively participates in differentiation initiatives -contributes resources and poses questions to other colleagues around differentiation	Teacher: - relationships with colleagues may be cordial, but are unproductive -becomes involved in the school's culture of professional inquiry when invited to do so - participates in school events only when specifically asked to do so _____ Teacher: -becomes involved in differentiation initiatives once they are required by the district -accepts resources around differentiation	Teacher: - relationships with colleagues are negative -avoids participation in a culture of professional inquiry, resisting opportunities to become involved -does not become involved in school events _____ Teacher: -resists differentiation initiatives -resists differentiation resources and support

Component 4e: Growing and Developing Professionally
Enhancement of Content Knowledge and Prerequisite Skill, Receptivity to Feedback, Service to Profession

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Teacher: -seeks out opportunities for professional development, implements in the classroom, and shares successful practices with colleagues -welcomes feedback on teaching practice with evidence of application _____ EXAMPLES OF DIFFERENTIATION IN THIS COMPONENT: Teacher: -seeks opportunities for professional development around differentiation and adapts own teaching practice to increase student success. Shares successful practices with colleagues throughout the district. -solicits and uses both supervisory and student feedback to improve differentiation practice	Teacher: -participates in professional development activities with evidence of classroom implementation -welcomes feedback on teaching practice _____ Teacher: -actively participates in professional development around differentiation with evidence of classroom implementation. -uses supervisory feedback to improve differentiation practices	Teacher: -participates in professional activities to a limited extent -reluctantly accepts feedback on teaching practice _____ Teacher: -participates in professional development around differentiation with evidence of inconsistent implementation -inconsistently uses supervisory feedback to improve differentiation practices	Teacher: -engages in no professional development activities -resists feedback on teaching practice _____ Teacher: -engages in no professional development around differentiation -ignores supervisory feedback

Component 4f: Showing Professionalism
Integrity and Ethical Conduct, and Decision Making

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Teacher: - displays honesty, integrity, and confidentiality with consistently good judgment and serves as a model for others -service to students is highly proactive, seeking out resources when needed -takes a positive and proactive role in ensuring that decisions and recommendations are based on consideration of all stakeholders -complies fully, positively and respectfully with school, district, state and federal regulations _____ EXAMPLES OF DIFFERENTIATION IN THIS COMPONENT: Teacher:	Teacher: - displays honesty, integrity and confidentiality in interactions with colleagues, students, and the public -actively serves students and works to ensure that all students receive a fair opportunity to succeed -decisions and recommendations are based on consideration of stakeholders -complies with school, district, state and federal regulations _____ Teacher: -institutes differentiation practices that are	Teacher: - interactions with colleagues, students and/or the public sometimes lack good judgment -inconsistently attempts to serve students -decisions and recommendations are based on limited consideration of stakeholders -inconsistently complies with school, district, state and federal regulations _____ Teacher: -inconsistently institutes differentiation	Teacher: -displays dishonesty and/or a complete lack of sound judgment in interactions with colleagues, students and/or the public -not alert to students' needs -makes decisions and recommendations contrary to the best interest of stakeholders -does not comply with school, district, state and federal regulations _____ Teacher: -differentiates instruction based on unfair

-embeds differentiation practices that are flexible, fair, individualized, and ethical and that move all students to meet or exceed the standards.	fair, flexible, and ethical and that move all students to meet proficiency standards.	strategies without real consideration of individual or group student needs	stereotypes that privilege some students over others, or ignore entirely the needs of some students.