ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING: STANDARD 1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| RATING | **KEY ELEMENT** | **UNSATISFACTORY (1)** | **NEEDS IMPROVEMENT (2)** | **MEETS (3)** | **EXCEEDS (4)** |
|  | 1.1 Using knowledge of students to engage them in learning  | The teacher seldom uses information provided by district, school, and family to promote student engagement or learning. | The teacher occasionally uses information provided by district, school, and family to promote student engagement or learning.  | The teacher regularly uses information provided by district, school, and family to promote student engagement or learning. | The teacher seeks out information and resources to promote student engagement or learning. The teacher facilitates as students take ownership of their learning.  |
|  | 1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests | The teacher seldom makes connections between the learning goals and the students’ prior knowledge, life experiences, and interests.  | The teacher occasionally makes connections between the learning goals and the students’ prior knowledge, life experiences, and interests.  | The teacher regularly makes connections between the learning goals and the students’ prior knowledge, life experiences, and interests. | The teacher has effective, purposeful systems in place that enable students to connect and apply their prior knowledge, life experiences, and interests to new learning and the achievement of learning goals.  |
|  | 1.3 Connecting subject matter to meaningful, real-life contexts | The teacher seldom uses meaningful real-life connections during instruction.  | The teacher occasionally uses meaningful real-life connections during instruction.  | The teacher regularly uses meaningful, real-life connections during instruction.  | The teacher has effective, purposeful systems in place that enable all students to make meaningful real-life connections during instruction. The teacher incorporates and modifies lessons based on student feedback regarding relevance of subject matter to students’ lives. |
|  | 1.4 Using a variety of instructional strategies, resources and technologies to meet students’ diverse learning needs  | The teacher seldom uses a range of instructional strategies, resources, and technologies that are appropriate to students’ learning goals. The teacher seldom makes adjustments to respond to students’ diverse needs. | The teacher occasionally uses a range of instructional strategies, resources, and technologies that are appropriate to students’ learning goals. The teacher occasionally responds to students’ diverse needs. | The teacher regularly uses a range of instructional strategies, resources, and technologies that are appropriate to students’ learning goals. The teacher makes regular adjustments to respond to students’ diverse needs. | The teacher creates content that allows for a wide range of instructional strategies, resources, and technologies that are appropriate to students’ learning goals. The teacher makes regular adjustments to respond to students’ diverse needs. |
|  | * 1. Promoting critical thinking through inquiry, problem solving, and reflection
 | The teacher seldom provides learning opportunities for students to engage in problem solving, analysis, or inquiry. The students are seldom given opportunities to reflect on their learning using clear and precise academic language. | The teacher occasionally provides learning opportunities for students to engage in problem solving, analysis, or inquiry. The students are given occasional opportunities to reflect on their learning using clear and precise academic language. | The teacher regularly guides and supports students in problem solving, analysis, or inquiry. The students are regularly provided with opportunities to reflect on their learning using clear and precise academic language. | The teacher has effective, purposeful systems in place that enable all students to extend thinking, and engage in problem solving, analysis, or inquiry. The students are regularly provided with opportunities to reflect on their learning using clear and precise academic language. |
|  | 1.6 Monitoring student learning and adjusting instruction while teaching | The teacher seldom checks for understanding during lessons and seldom makes adjustments to instruction based on students’ needs.  | The teacher occasionally checks for understanding during lessons and occasionally makes adjustments to instruction based on students’ needs. | The teacher regularly checks for understanding during lessons and makes ongoing adjustments to instruction based on all students’ needs. | The teacher extends learning opportunities for all students during lessons and makes ongoing adjustments to instruction based on students’ needs. |
|  **Overall Rating (1-4) and notes/comments:** |
|  |

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING: STANDARD 2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| RATING | **KEY ELEMENT** | **UNSATISFACTORY (1)** | **NEEDS IMPROVEMENT (2)** | **MEETS (3)** | **EXCEEDS (4)** |
|  | 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully | The teacher seldom promotes the social development and responsibility of students. The teacher seldom promotes diversity awareness and students’ sense of leadership and responsibility in a group setting. | The teacher occasionally promotes the social development and responsibility of students. The teacher occasionally promotes diversity awareness and students’ sense of leadership and responsibility in a group setting. | The teacher regularly promotes the social development and responsibility of students. The teacher regularly promotes diversity awareness and students’ sense of leadership and responsibility in a group setting. | The teacher has effective, purposeful systems in place that promote and enhance the social development and responsibility of students. The teacher facilitates as students respect diversity, assume leadership, and behave responsibly in a group setting. |
|  | 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students  | The physical or virtual learning environment seldom promotes student learning and reflects diversity. There is seldom structured interaction between students to support learning. | The teacher occasionally creates a physical or virtual learning environment that promotes student learning and reflects diversity. The teacher occasionally structures interaction between students to support learning. | The teacher regularly creates a physical or virtual learning environment that promotes student learning and reflects diversity. The teacher regularly structures interaction between students to support learning. | The physical or virtual learning environment is designed to enhance student learning and diversity. The teacher has effective, purposeful systems in place that promote and enhance student learning. |
|  | 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe | The teacher seldom establishes a safe physical, intellectual, and emotional environment. There is seldom appropriate response to behaviors that impact student safety.  | The teacher occasionally establishes a safe physical, intellectual, and emotional environment. The teacher occasionally responds appropriately to behaviors that impact student safety. | The teacher regularly establishes a safe physical, intellectual, and emotional environment. The teacher regularly responds appropriately to behaviors that impact student safety. | The teacher has effective, purposeful systems in place to give students shared responsibility for the establishment and maintenance of a safe physical, intellectual, and emotional environment. |
|  | 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students  | The teacher seldom holds high expectations for students and integrates appropriate strategies to address achievement gaps. The teacher seldom integrates rigor that values accuracy, analysis, problem-solving, and critical thinking.  | The teacher occasionally holds high expectations for students and integrates appropriate strategies to address achievement gaps. The teacher occasionally integrates rigor that values accuracy, analysis, problem-solving, and critical thinking.  | The teacher regularly holds high expectations for all students and integrates appropriate strategies to address achievement gaps. The teacher regularly integrates rigor that values accuracy, analysis, problem-solving, and critical thinking.  | The teacher has effective, purposeful systems in place that hold high expectations for all students and adjusts lessons as needed for students’ success and/or acceleration. The teacher regularly integrates and diversifies rigor that values accuracy, analysis, problem-solving, and critical thinking. |
|  | 2.5 Developing, communicating, and maintaining high standards for individual and group behavior  | The teacher seldom communicates and integrates equitable behavioral expectations, support for positive behavior, and consequences for individual and group standards for behavior within and across learning activities. | The teacher occasionally communicates and integrates equitable behavioral expectations, support for positive behavior, and consequences for individual and group standards for behavior within and across learning activities. | The teacher regularly communicates and integrates equitable behavioral expectations, support for positive behavior, and consequences for individual and group standards for behavior within and across learning activities. | The teacher has effective, purposeful systems in place that establish a positive environment using behavioral expectation systems that promote students taking an active role in monitoring and maintaining high standards for individual and group behaviors. |
|  | 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn  | The teacher seldom maintains use of routines and procedures. The teacher seldom promotes positive behaviors and seldom responds appropriately to behaviors disruptive to the learning climate. | The teacher occasionally maintains use of routines and procedures. The teacher occasionally promotes positive behaviors and occasionally responds appropriately to behaviors disruptive to the learning climate. | The teacher regularly maintains use of routines and procedures. The teacher regularly promotes positive behaviors and regularly responds appropriately to behaviors disruptive to the learning climate.  | The teacher has effective and purposeful routines and procedures in place to promote positive behavior. The teacher responds appropriately to disruptive behaviors and gives students shared responsibility for maintaining a positive classroom climate. |
|  | 2.7 Using instructional time to optimize learning  | The teacher seldom uses instructional time to optimize learning. | The teacher occasionally uses instructional time to optimize learning. | The teacher regularly uses instructional time to optimize learning. | The teacher purposefully and effectively uses instructional time to optimize learning.  |
|  **Overall Rating (1-4) and notes/comments:** |
|  |

**UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING**: STANDARD 3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| RATING | **KEY ELEMENT** | **UNSATISFACTORY (1)** | **NEEDS IMPROVEMENT (2)** | **MEETS (3)** | **EXCEEDS (4)** |
|  | 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks | The teacher demonstrates minimal knowledge of key concepts, current academic content standards, and curriculum frameworks in support of student learning. | The teacher demonstrates basic knowledge of key concepts, current academic content standards, and curriculum frameworks in support of student learning. | The teacher regularly uses a broad knowledge of key concepts, current academic content standards, and curriculum frameworks in support of student learning. | The teacher purposefully and effectively uses extensive knowledge of subject matter, key concepts, and research to guide students to make relevant connections to current academic content standards during instruction to extend their learning. |
|  | 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter | The teacher demonstrates minimal knowledge of the range of student development or proficiencies needed to make instructional decisions to ensure student understanding of subject matter, including related academic language.  | The teacher demonstrates basic knowledge of the range of student development and proficiencies needed to make instructional decisions to ensure student understanding of subject matter, including related academic language.  | The teacher regularly applies knowledge of the range of student development and proficiencies to instructional decisions to ensure student understanding of subject matter, including related academic language.  | The teacher purposefully and effectively utilizes extensive knowledge of the range of student development and proficiencies to inform instructional decisions to ensure student understanding of subject matter, including related academic language. |
|  | 3.3 Organizing curriculum to facilitate student understanding of the subject matter  | The teacher fails to organize curriculum to facilitate student understanding of subject matter. | The teacher occasionally organizes curriculum to facilitate student understanding of subject matter. | The teacher effectively organizes curriculum to facilitate student understanding of subject matter. | The teacher purposefully and effectively organizes curriculum to facilitate student understanding of subject matter.  |
|  | 3.4 Utilizing instructional strategies that are appropriate to the subject matter | The teacher seldom integrates appropriate instructional strategies to make content accessible to students and to extend their knowledge of the content within and across subject areas. | The teacher occasionally integrates appropriate instructional strategies to make content accessible to students and to extend their knowledge of the content within and across subject areas. | The teacher regularly integrates appropriate instructional strategies to make content accessible to students and to extend their knowledge of the content within and across subject areas. | The teacher effectively and purposefully uses a repertoire of instructional strategies to make content accessible to all students and encourage students to challenge themselves to think critically and to deepen their knowledge of the subject matter. |
|  | 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students | The teacher seldom uses standards-aligned and adopted instructional materials, resources, and technologies to support the curriculum, make subject matter accessible to all students.  | The teacher occasionally uses standards-aligned and adopted instructional materials, resources, and technologies to support the curriculum, make subject matter accessible to all students. | The teacher regularly uses standards-aligned and adopted instructional materials, resources, and technologies to support the curriculum, make subject matter accessible to all students.  | The teacher effectively and purposefully uses standards-aligned and adopted instructional materials, resources, and technologies into the curriculum that strategically creates opportunities for all students to extend their knowledge of subject matter. |
|  | * 1. Addressing the needs of English Learners and students with special needs to provide equitable access to the content
 | The teacher seldom addresses the needs of English Learners and students with special needs. The teacher seldom assesses strengths and competencies to provide appropriate challenge and accommodations in instruction based on ELD standards and IEP goals.  | The teacher occasionally develops and adapts instruction to provide a wide range of support for all English Learners and students with special needs. The teacher occasionally assesses strengths and competencies to provide appropriate challenge and accommodations in instruction based on ELD standards and IEP goals.  | The teacher regularly develops and adapts instruction to provide a wide range of supports for all English Learners and students with special needs. The teacher regularly assesses strengths and competencies to provide appropriate challenge and accommodations in instruction based on ELD standards and IEP goals.  | The teacher effectively and purposefully develops and adapts instruction to provide a wide range of supports for all English Learners and students with special needs. |
|  **Overall Rating (1-4) and notes/comments:** |
|  |

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS: STANDARD 4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| RATING | KEY ELEMENT | **UNSATISFACTORY (1)** | **NEEDS IMPROVEMENT (2)** | **MEETS (3)** | **EXCEEDS (4)** |
|  | 4.1 Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction | The teacher’s instructional plans seldom reflect instruction based on knowledge of students’ academic readiness, language proficiency, cultural background, and individual development. | The teacher’s instructional plans occasionally reflect instruction based on knowledge of students’ academic readiness, language proficiency, cultural background, and individual development. | The teacher’s instructional plans regularly reflect instruction based on knowledge of students’ academic readiness, language proficiency, cultural background, and individual development.  | The teacher’s instructional plans purposefully and effectively support and extend student learning based on comprehensive information about all students. |
|  | 4.2 Establishing and articulating goals for student learning | The teacher’s instructional goals are seldom established, articulated, and reinforced with students.  | The teacher’s instructional goals are occasionally established, articulated, and reinforced with students.. | The teacher’s instructional goals are regularly established, articulated, and reinforced with students.  | The teacher’s instructional goals are purposefully and effectively articulated, differentiated, and reinforced with students. |
|  | 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning | The teacher seldom develops a sequence of short and long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards.  | The teacher occasionally develops a sequence of short and long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards.  | The teacher regularly develops a sequence of short and long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards.  | The teacher refines short and long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards.. |
|  | 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students | The teacher seldom plans instruction that incorporates strategies suggested by curriculum and district guidelines. The teacher seldom demonstrates awareness of student learning needs. | The teacher occasionally plans instruction that incorporates strategies suggested by curriculum and district guidelines The teacher occasionally demonstrates awareness of student learning needs.  | The teacher regularly plans instruction that incorporates strategies suggested by curriculum and district guidelines. The teacher regularly demonstrates awareness of student learning needs.  | The teacher plans instruction that incorporates a repertoire of strategies to specifically meet the diverse learning needs of all students. The teacher reflects on assessment data to meet learning needs and adjusts strategies accordingly. |
|  | 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students | The teacher seldomly adapts instructional plans and curricular materials to meet the assessed learning needs of all students. | The teacher occasionally adapts instructional plans and curricular materials to meet the assessed learning needs of all students. | The teacher regularly adapts instructional plans and curricular materials to meet the assessed learning needs of all students. | The teacher purposefully and effectively adapts instructional plans and curricular materials based on in-depth analysis of individual learning needs of all students. |
|  |

 Overall Rating (1-4) and notes/comments:

ASSESSING STUDENT LEARNING: STANDARD 5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| RATING | **KEY ELEMENT** | **UNSATISFACTORY (1)** | **NEEDS IMPROVEMENT (2)** | **MEETS (3)** | **EXCEEDS (4)** |
|  | 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments | The teacher seldom applies knowledge of the purposes, characteristics, and uses of different types of assessments. | The teacher occasionally applies knowledge of the purposes, characteristics, and uses of different types of assessments. | The teacher regularly applies knowledge of the purposes, characteristics and uses of different types of assessments. | The teacher purposefully and effectively designs and adapts different types of assessments to support differentiated student learning needs and reflect progress. |
|  | 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction  | The teacher seldom collects and analyzes assessment data from a variety of sources to inform instruction. | The teacher occasionally collects and analyzes assessment data from a limited variety of sources to inform instruction. | The teacher regularly collects and analyzes assessment data from a variety of sources to inform instruction. | The teacher purposefully and effectively collects and analyzes assessment data from a variety of sources to drive instruction.  |
|  | 5.3 Reviewing data, both individually and with colleagues, to monitor student learning  | The teacher seldom reviews assessment data either individually or with colleagues to monitor student learning. | The teacher occasionally reviews assessment data either individually or with colleagues to monitor student learning. | The teacher regularly reviews a broad range of assessment data both individually and with colleagues to monitor student learning. | The teacher purposefully and effectively collaborates in student assessment data analysis with colleagues in order to maximize student learning. |
|  | 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction  | The teacher seldom uses assessment data to establish learning goals and to plan, differentiate, or modify instruction. | The teacher occasionally uses assessment data to establish learning goals and to plan, differentiate, or modify instruction. | The teacher regularly uses assessment data to establish learning goals and to plan, differentiate, or modify instruction. | The teacher purposefully and effectively uses assessment data to establish learning goals and to plan, differentiate, or modify instruction. |
|  | 5.5 Involving all students in self- assessment, goal setting, and monitoring progress | The teacher seldom provides opportunities for students to assess their progress and reflect on their own learning goals. | The teacher occasionally provides opportunities for students to assess their progress and reflect on their own learning goals.  | The teacher regularly provides opportunities for students to assess their progress and reflect on their own learning goals. | The teacher purposefully and effectively guides students to assess their progress and reflect on their own learning goals. |
|  | 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning | The teacher seldom uses the available technology to record assessments, determine proficiency levels, and make required communications about student learning. | The teacher occasionally uses the available technology to record assessments, determine proficiency levels, and make required communications about student learning. | The teacher regularly uses the available technology to record assessments, determine proficiency levels, and make required communications about student learning. | The teacher purposefully and effectively uses the available technology to record assessments, determine proficiency levels, and make required communications about student learning. |
|  | * 1. Using assessment information to share timely and comprehensible feedback with students and their families
 | The teacher seldom provides assessment information about student learning to students and their families. | The teacher occasionally provides assessment information about student learning to students and their families. | The teacher regularly initiates contact regarding assessment information about student learning to students and their families. | The teacher purposefully and effectively engages students and their families in a variety of ongoing comprehensible communications about individual student progress and ways to provide support. |
|  |

 Overall Rating (1-4) and notes/comments:

DEVELOPING AS A PROFESSIONAL EDUCATOR: STANDARD 6

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  RATING | **KEY ELEMENT** | **UNSATISFACTORY (1)** | **NEEDS IMPROVEMENT (2)** | **MEETS (3)** | EXCEEDS (4) |
|  | 6.1 Reflecting on teaching practice in support of student learning  | The teacher seldom uses reflective practice in supporting student learning and raising the level of academic achievement. | The teacher occasionally uses reflective practice in supporting student learning and raising the level of academic achievement.. | The teacher regularly uses reflective practice in supporting student learning and raising the level of academic achievement.  | The teacher purposefully and effectively uses reflective practices and research in support of student learning and raising the level of academic achievement.  |
|  | 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development  | The teacher demonstrates limited knowledge of how to establish professional goals. The teacher seldom engages in continuous and purposeful professional growth and development. | The teacher occasionally establishes and modifies professional goals based on self-assessment and feedback from a variety of sources. The teacher occasionally engages in continuous and purposeful professional growth and development. | The teacher regularly establishes and modifies professional goals based on self-assessment and feedback from a variety of sources. The teacher regularly engages in continuous and purposeful professional growth and development.  | The teacher purposefully and effectively establishes and modifies a broad range of professional goals. The teacher engages in ongoing inquiry into teacher practice for professional growth and development. |
|  | 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning | The teacher seldom engages in collaboration with colleagues and the broader professional community to support student learning. | The teacher occasionally engages in collaboration with colleagues and the broader professional community to support student learning.  | The teacher regularly engages in collaboration with colleagues and the broader professional community to support student learning. | The teacher facilitates collaboration with colleagues and the broader professional community to support school culture and student learning. The teacher initiates and develops professional learning opportunities focused on student achievement. |
|  | 6.4 Working with families to support student learning  | The teacher seldom demonstrates and communicates awareness of the role of the families in student learning in ways which show understanding of and respect for cultural norms. | The teacher occasionally demonstrates and communicates awareness of the role of the families in student learning in ways which show understanding of and respect for cultural norms and occasionally provides opportunities and support for families. | The teacher regularly demonstrates and communicates awareness of the role of the families in student learning in ways which show understanding of and respect for cultural norms and provides opportunities and support for families. | The teacher purposefully and effectively structures a wide range of opportunities and support for families to actively participate in student learning in ways which show understanding of and respect for cultural norms. |
|  | 6.5 Engaging local communities in support of the instructional program | The teacher seldom uses neighborhood and community resources to support the curriculum, students, and families.  | The teacher occasionally uses neighborhood and community resources to support the curriculum, students, and families. | The teacher regularly uses school-based community outreach programs and opportunities to support the curriculum, students, and families.  | The teacher purposefully and effectively develops school-based community outreach programs to support the curriculum, students, and families. The teacher models participation in the community through civic opportunities.  |
|  | 6.6 Managing professional responsibilities to maintain motivation and commitment to all students | The teacher seldom makes efforts to seek, develop, and refine new and creative methods for students.  | The teacher occasionally makes efforts to seek, develop, and refine new and creative methods for students.  | The teacher regularly makes efforts to seek, develop, and refine new and creative methods for students. | The teacher purposefully and effectively seeks, develops, and refines new and creative methods for students. |
|  | 6.7 Demonstrating professional responsibility, integrity, and ethical conduct | The teacher’s professional responsibilities, conduct, and integrity are not always demonstrated.  | The teacher regularly maintains a high standard of personal integrity and commitment to student learning and the profession in all circumstances.  |

 **Overall Rating (1-4) and notes/comments:**