

Certified Teacher

DOMAIN ONE

PLANNING AND PREPARATION	Excellent	Proficient	Basic	Unsatisfactory
Knowledge of the Discipline	Teacher displays extensive knowledge of the discipline including content, methodology, and the characteristics of the learner and remains current in that knowledge.	Teacher displays solid knowledge of the discipline, content, methodology, and the characteristics of the learner and remains current in the knowledge.	Teacher displays basic knowledge of the discipline including content, methodology, and the characteristics of the learner and makes efforts to remain current in that knowledge.	Teacher displays limited knowledge of the discipline including content, methodology and the characteristics of the learner and makes errors that negatively impact student learning.
Instructional Goals	Teacher develops clear goals that are aligned with the curriculum. Teacher consistently assesses accomplishment of goals making adjustments based on all learner needs.	Teacher develops goals that are aligned with the curriculum. Teacher assesses accomplishment of goals and makes adjustments based on most learner needs.	Teacher generally develops goals that are consistent with the curriculum. Teacher selectively assesses accomplishment of goals and makes adjustments based on learner needs.	Teacher fails to develop goals or develops goals that are unclear or unrelated to the curriculum. Teacher does not or rarely assesses accomplishment of goals in order to make adjustments based on learner needs.
Instructional Planning	Teacher consistently plans for learning activities that are highly relevant to the student and the instructional goal.	Teacher plans for learning activities that are highly relevant to the student and the instructional goal.	Teacher generally plans for learning activities that are relevant to the student and the instructional goal.	Teacher plans activities that are frequently not relevant to the student or the instructional goal.
Assessment of Student Learning	Teacher assesses student progress on an ongoing basis through a variety of strategies that include self-assessment. Teacher consistently uses feedback from assessment to adjust instructional plans for individuals and groups of students.	Teacher assesses student progress on a routine basis through a variety of strategies. Teacher uses feedback from assessment to adjust instructional plans for groups of students.	Teacher selectively assesses student progress on a routine basis. Feedback is usually provided in a timely fashion. Teacher uses feedback from assessment to adjust instructional plans for the entire class.	Teacher makes limited attempts or ineffectively assesses student progress. Feedback is not provided in a timely manner. Assessment results have minimal effect on instructional plans.
Resources	Teacher is fully aware of district and community resources and actively seeks out and regularly adapts materials to enhance student performance.	Teacher is aware of district and community resources and adapts material to support student performance.	Teacher is aware of district resources and adapts material to support student performance.	Teacher is unaware or has limited knowledge of district resources. Teacher fails to adequately adapt materials to support some student performance.

DOMAIN TWO

INSTRUCTIONAL DELIVERY	Excellent	Proficient	Basic	Unsatisfactory
IMPLEMENTATION/PERFORMANCE				
Concept Development	Lesson presentation supports student understanding of concepts, relationships, and skills. The teacher develops a variety of strategies and attends to the needs of diverse learners.	Lesson presentation demonstrates an understanding of concepts, relationships, and skills. The teacher effectively uses a variety of strategies and attends to the needs of diverse learners.	Lesson presentation indicates an understanding of concepts, relationships, and skills through the use of a variety of strategies or attention to the needs of diverse learners.	Lesson presentation is unstructured or fails to promote students understanding of concepts, relationships, or skills. Learner diversity is not considered.
Student Practice Opportunities	Practice opportunities and projects are well planned, meaningful, and appropriate to learner development.	Practice opportunities and projects are appropriate to learner development.	Practice opportunities and projects are related to lessons.	Practice opportunities are mismatched with students or content.
Activities and Projects	Students are appropriately engaged in activities and explorations that consistently lead to new learning. Students initiate, adapt, and create their projects to enhance and extend learning.	Students are appropriately engaged in activities and explorations that lead to new learning.	Students are appropriately engaged in activities and explorations that are suited to their needs and abilities.	Students are not appropriately engaged. Activities or explorations are inappropriate for students in terms of age, background or readiness.
Accommodations	Pacing, materials, lesson difficulty, and assignments are carefully matched to student needs and abilities.	Pacing, materials, lesson difficulty, and assignments are adjusted to meet the needs of students.	Pacing, materials, lesson difficulty, and assignments are adjusted for the needs and abilities of some students.	Pacing, materials, lesson difficulty, or assignments are mismatched for the needs or abilities.
QUESTIONING/DISCUSSION				
Uses Effective Questioning Techniques	Instruction reflects consistent use of a wide variety of thought-provoking questioning techniques resulting in higher level thinking.	Instruction reflects use of a variety of questioning techniques resulting in higher level thinking.	Instruction reflects evidence of adequate questioning techniques that stimulate discussion from students.	Instruction reflects limited understanding of questioning techniques or use of inappropriate questioning techniques.
Encourages Student Discussion and Expression	Teacher leads students to assume responsibility for the success of discussions, initiating topics, stating opinions and making contributions.	Teacher leads students in genuine discussions with significant student contributions.	Teacher engages students in discussions with students making some contributions.	Teacher dominates or fails to direct discussions, limiting students contributions and/or expression of opinion.
Use of Time	Time and pacing are used judiciously encouraging reflection and closure. Pacing of lesson is matched to students' needs and abilities.	Time and pacing are appropriate for most students' needs and abilities.	Time and pacing are adequate for most students.	Time is used inappropriately, or pacing is inconsistent with students needs.

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DOMAIN THREE

CLASSROOM ENVIRONMENT	Excellent	Proficient	Basic	Unsatisfactory
Classroom Management	<p>Teacher establishes, communicates and maintains well-defined, age-appropriate classroom behavioral expectations that are developed with student participation. Response to misbehavior is proactive, consistent, calm, and highly effective, or student behavior is generally appropriate.</p> <p>Understanding and sensitivity to individual needs are evident in the teacher's development of specific strategies and resources to address ongoing behavioral difficulties.</p>	<p>Teacher establishes and communicates age-appropriate classroom behavioral expectations.</p> <p>Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.</p> <p>Teacher uses specific strategies and resources to address ongoing behavioral difficulties.</p>	<p>Teacher establishes and communicates rules and consequences for most situations.</p> <p>Response to misbehavior is appropriate but with uneven results or no serious disruptive behavior occurs.</p> <p>Strategies and resources are attempted in dealing with ongoing behavioral difficulties with uneven results.</p>	<p>Lack of behavioral expectations results in a negative learning environment.</p> <p>Response to misbehavior is generally inconsistent, inappropriate, and ineffective.</p> <p>The teacher does not utilize strategies in dealing with ongoing behavioral difficulties.</p>
Classroom Climate	<p>Classroom climate is safe and supportive and promotes high levels of student engagement, productivity and self-management. An atmosphere of mutual caring and respect is evident</p> <p>Teacher-student interactions are consistently appropriate to cultural and developmental norms and are marked by equitable attention and opportunities for involvement.</p>	<p>Classroom climate is safe and supportive. Students are actively engaged in meaningful activities and are held accountable for meeting classroom expectations</p> <p>Teacher-student interactions are positive and appropriate.</p>	<p>Classroom climate is comfortable and encourages effort and participation from most students. Students are generally engaged in meaningful activities.</p> <p>Teacher-student interactions are generally appropriate but students may reflect occasional inconsistencies.</p>	<p>Classroom climate is not safe and supportive. Teacher does not encourage student engagement, achievement and respect.</p> <p>Teacher fails to establish rapport, and teacher-student and/or student-student interactions are often negative or inappropriate.</p>
Productive Use of Time, Classroom Procedures and Resources	<p>Teacher maintains efficient routines. Students are instructed in and given responsibility for managing tasks efficiently. Transitions are seamless so that time on learning tasks is maximized.</p> <p>Groups working independently are productively engaged at all times with students assuming responsibility for productivity. Arrangement of room facilitates learning and provides equal access to resources.</p>	<p>Teacher has established efficient routines and transitions occur smoothly, with little loss of instructional time.</p> <p>Tasks for group work are organized, and groups are managed so most students are engaged at all times.</p> <p>Room arrangement is appropriate for all instructional activities and access to resources is equitable.</p>	<p>Management of routines, transitions and time on task results in minimal loss of instructional time.</p> <p>Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.</p> <p>Arrangement of room does not facilitate learning nor provide equal access to classroom resources.</p>	<p>Poor management of routines, transitions and time on task results in considerable loss of instructional time.</p> <p>Students not working with teacher are not productively engaged in learning.</p> <p>Arrangement of room does not facilitate learning nor provide equal access to classroom resources.</p>

DOMAIN FOUR

PROFESSIONAL EXPECTATIONS	Excellent	Proficient	Basic	Unsatisfactory
Relationship to Staff, Students and Parents	<p>Support and collaboration characterize relationships with others.</p> <p>Teacher takes initiative and assumes leadership</p>	<p>Support and cooperation characterize relationships with others.</p>	<p>Teacher maintains cordial relationships with others to fulfill the duties that the school or district requires.</p>	<p>Teacher's relationship with others is negative or self-serving thus failing to fulfill the duties the school or district requires.</p>
Communication/ Public Relations	<p>Teacher provides frequent information to parents, as appropriate, about instructional programs. Students participate in preparing materials for their families.</p> <p>Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.</p>	<p>Teacher provides frequent information to parents, as appropriate, about instructional programs. Teacher communicates with parents about student progress on a regular basis and is available as needed to respond to parent concerns.</p>	<p>Teacher provides some information about instructional progr responds to student or parent concerns.</p>	<p>Teacher provides little information regarding instructional programs and student progress. Teacher does not respond or responds insensitively or inappropriately to student or parent concerns.</p>
Professional Growth	<p>Teacher seeks out opportunities for professional development to enhance instruction or skills.</p> <p>Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, making presentations, conducting research, writing grants.</p>	<p>Teacher seeks opportunity for professional development to enhance instruction or skills.</p> <p>Teacher participates actively in school activities or district projects.</p>	<p>Teacher participates in professional activities to enhance instruction or skills when they are convenient.</p> <p>Teacher finds limited ways to contribute to school activities or district projects.</p>	<p>Teacher engages in very limited or no professional activities to enhance instruction or skills.</p> <p>Teacher makes no effort to contribute to school activities or district projects.</p>
Professional Responsibilities	<p>Teacher demonstrates the highest professional judgment and contributes to developing school and district policies.</p>	<p>Teacher demonstrates the highest professional judgment and follows school and district policies.</p>	<p>Teacher uses appropriate professional judgment and follows school and district policies.</p>	<p>Teacher acts unprofessionally or does not follow school and district policies resulting in some students being ill served.</p>