

Dimension 1 Planning and Preparation	Basic	Proficient	Distinguished
1a. Demonstrates knowledge of broad range of effective instructional strategies	Demonstrates basic understanding of effective instructional strategies	Demonstrates thorough understanding of effective instructional strategies	Demonstrates extensive understanding of effective instructional strategies
1b. Demonstrates knowledge of positive classroom management strategies	Demonstrates basic understanding of positive classroom management strategies	Demonstrates thorough understanding of positive classroom management skills	Demonstrates extensive understanding of positive classroom management skills
1c. Demonstrates knowledge of student assessment strategies including formative assessment	Demonstrates basic knowledge of student assessment strategies including formative assessment	Demonstrates thorough knowledge of student assessment strategies including formative assessment	Demonstrates extensive knowledge of student assessment strategies including formative assessment
1d. Demonstrates knowledge of adult learners	Demonstrates basic knowledge of adult learners	Demonstrates thorough knowledge of adult learners	Demonstrates extensive knowledge of adult learners

Dimension II: Peer Engagement	Basic	Proficient	Distinguished
2a. Promotes a culture of professional inquiry	Has a basic understanding of how to promote a culture of professional inquiry	Has a thorough understanding of how to promote a culture of professional inquiry	Has an extensive understanding of how to promote a culture of professional inquiry
2b. Establishes clear procedures for gaining access to coaching	Has established some procedures for gaining access to coaching	Has established clear procedures for gaining access to coaching	Has established extensive procedures for gaining access to coaching
2c. Initiates collaboration with classroom teachers in design of lessons and units	Occasionally initiates collaboration with classroom teachers in design of lessons and units	Often initiates collaboration with classroom teachers in design of lessons and units	Consistently initiates collaboration with classroom teachers in design of lessons and units
2d. Successfully engages teachers in acquiring new instructional skills	Successfully engages some teachers in acquiring new instructional skills	Successfully engages many teachers in acquiring new instructional skills	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting areas for new growth
2e. Differentiates support according to individual teacher needs	Recognizes the most noticeable differences within the teacher population and begins to address those needs by providing enrichment and support.	Recognizes differences within the teacher population that go beyond what is most noticeable and responds by varying kinds of enrichment and support.	Recognizes multiple kinds of teacher differences and consistently provides varying kinds of enrichment and support.
2f. Provides clear, constructive feedback to teachers	Occasionally provides clear, constructive feedback to teachers. Timeliness of feedback is inconsistent.	Often provides clear, constructive feedback to teachers in a timely manner.	Consistently provides clear, constructive feedback to teachers in a timely manner. Teachers utilize feedback in their setting.

Dimension III: Collegial Relationships	Basic	Proficient	Distinguished
3a. Maintains respectful, positive, productive relationships with colleagues and students	Relationships with colleagues and students are cordial	Maintains respectful, positive, and productive relationships with colleagues and students	Consistently maintains respectful, positive, and productive relationships with colleagues and students
3b. Displays honesty and respects norms of confidentiality	Is honest in interactions and occasionally breaks confidentiality norms.	Displays honesty and respects norms of confidentiality.	Holds high standards of honesty and integrity, and respects all norms of confidentiality.
3c. Participates actively in the school community	Relationships with colleagues are basic, and teacher participates in the school community when asked to do so	Participates actively in school community and maintains positive and productive relationships with colleagues	Makes an extensive contribution to the school community and assumes a leadership role with colleagues

Dimension IV: Professional Collaboration	Basic	Proficient	Distinguished
4a. Collaborates with peers, building leaders, and district leaders to improve student learning	Makes minimal effort to collaborate with colleagues and administration within the district.	Responds to and initiates collaborative efforts of colleagues and administration within the district.	Takes a leadership role in creating collaborative efforts of colleagues and administration within, and beyond, the district.
4b. Participates in and facilitates building leadership and/or professional development team (s), coaching PLCs, and district committees/groups to improve student learning	Occasionally attends and participates in facilitating building leadership and/or professional development teams, coaching PLCs, and district committees/groups	Consistently attends and participates in facilitating building leadership and/or professional development teams, coaching PLCs, and district committees/groups	Takes leadership roles in facilitating building leadership and/or professional development teams, coaching PLCs, and district committees/groups

Dimension V: Professional Responsibilities	Basic	Proficient	Distinguished
5a. Supports school, district and state curriculum, policy and initiatives	Demonstrates basic knowledge of school, district, and state curriculum policy and initiatives	Demonstrates thorough knowledge of school, district, and state curriculum policy and initiatives	Demonstrates extensive knowledge of school, district, and state curriculum policy and initiatives
5b. Delivers effective professional learning	Delivers basic professional learning that minimally takes into account student achievement needs and adult learning theory.	Delivers effective professional learning that takes into account student achievement needs and adult learning theory.	Professional learning simultaneously demonstrates strategies being taught.
5c. Maintains accurate records of coaching interactions and analyzes progress in coaching	Uses a partially effective system for maintaining accurate records.	Uses an organized system for maintaining accurate records.	Uses a highly organized and detailed system for maintaining accurate records.
5d. Manages schedule effectively and efficiently	Occasionally manages schedule effectively and efficiently.	Often manages schedule effectively and efficiently.	Consistently manages schedule effectively and efficiently.
5e. Communicates clearly in both oral and written language	Efforts to communicate clearly both orally and written are partially successful	Communicates clearly in both oral and written language	Consistently communicates clearly in both oral and written language

Dimension VI: Personal Growth and Reflection	Basic	Proficient	Distinguished
6a. Sets goals for personal learning	Sets basic goals for personal learning.	Sets thorough goals for personal learning	Sets extensive goals for personal learning.
6b. Actively seeks out and engages in professional development	Engages in required professional development.	Seeks out opportunities for professional development based on individual need.	Seeks out multiple opportunities for professional development and finds ways to share new knowledge with others.
6c. Reflects upon strength and growth areas in order to promote continuous learning	Is inconsistent in reflecting on practice, or sometimes inaccurate	Accurately reflects on practice, citing some positive and negative characteristics.	Is highly accurate and perceptive in reflecting on practice, citing several strategies to improve practice

