Domain: 1
Planning and Preparation

Unsatisfactory	Basic	Proficient	Distinguished
● The teacher's plans reflect little knowledge of the content or of prerequisite relationships within the discipline.	● The teacher's plans reflect superficial knowledge of the content or prerequisite relationships within the discipline.	● The teacher's plans reflect important knowledge of the content and prerequisite relationships within the discipline.	● The teacher's plans reflect important learning and deep knowledge of the content and prerequisite relationships within the discipline.
● The objective is stated as an activity, reflecting unimportant learning and little understanding of students' prior knowledge and skills.	● The objective is not stated clearly or is expressed as a learning activity and does not represent important learning;	● The objective clearly states what students will be learning and reflects lesson outcomes.	● The objective clearly states what students will be learning and reflects lesson outcomes and students' prior knowledge.
● Lessons and units are not designed to engage students in high-level thinking and problem-solving and permit no differentiation.	● Lessons and units are not designed to engage students in high-level thinking and problem-solving, permit little differentiation, and use a narrow range of materials.	● Lessons and units are designed to engage students in high-level thinking and problem-solving, should be differentiated to address the needs of groups of students (as appropriate), and use a wide range of materials.	● Lessons and units are designed to engage students in complex thinking and problem-solving should be differentiated to address the needs of individual

			students) and use a wide range of materials.
● Assessments are poorly aligned with the objectives and yield information that can be used to shape ongoing instruction.	● Assessments are partially aligned with the objectives and yield only moderate information that can be used to shape ongoing instruction.	● Assessments, both formative and summative, are largely aligned with the objectives and yield information that can be used to shape ongoing instruction.	● Assessments, both formative and summative, are fully aligned with the objectives and yield much information that can be used to shape ongoing instruction.

Domain: 2 Component: a
The Classroom Environment
Creating an Environment of Respect and Rapport

Unsatisfactory	Basic	Proficient	Distinguished
● The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.	● The quality of interactions between teachers and students or among students is uneven, with occasional disrespect or insensitivity.	● Interaction between the teacher and students and among students is respectful.	● The teacher consistently respects and encourages students' efforts, and student interactions are respectful.
● The teacher displays no familiarity with or caring about students.	● The teacher attempts to make connections with groups of students, but student reactions indicate that these attempts are not entirely successful.	● The teacher makes general connections with groups of students.	● The teacher demonstrates knowledge and caring about individual students.
● Students are unwilling to participate.	● Students are reluctant to participate.	● Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.	● Students appear comfortable and eager to participate.
● Students' body language indicates feelings of hurt, discomfort, or insecurity.			● When necessary, students respectfully correct one another.

Domain: 2 Component: b
The Classroom Environment
Establishing a Culture for Learning

Unsatisfactory	Basic	Proficient	Distinguished
● Most students show little or no effort or commitment to complete the task at hand or the teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.	● Students exhibit a limited commitment to complete the task at hand or the teacher's primary concern appears to be to complete the task at hand.	● Students expend good effort to complete work.	● Students take initiative to improve the quality of their work.
● Instructional outcomes, activities, and or assignments convey low expectations for students.	● Instructional outcomes, activities, and or assignments convey mediocre expectations for most students.	● Instructional outcomes, activities, and assignments convey grade-level curricular expectations for students.	● Instructional outcomes, activities, and assignments convey grade-level curricular expectations, and students appear to be meeting those expectations.

			• Students assist their classmates in understanding the content

Domain: 2 Component: d
The Classroom Environment
Managing Student Behavior

Unsatisfactory	Basic	Proficient	Distinguished
● The classroom environment is chaotic, with no standards of conduct evident. ● The teacher does not monitor student behavior. ● Some students disrupt the classroom, and the teacher's response to this behavior is ineffective. ● Student behavior is mostly inappropriate.	● The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. ● The teacher attempts to keep track of student behavior but with no apparent system. ● The teacher's response to student misbehavior is inconsistent (sometimes harsh and other times lenient). ● Some behavioral inconsistencies are noted.	● Standards of conduct appear to have been established and implemented successfully. ● The teacher frequently monitors student behavior. ● The teacher's response to student misbehavior is effective. ● Overall, student behavior is generally appropriate.	● Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct. ● The teacher quietly and subtly monitors student behavior. ● Any student misbehavior is very minor and is swiftly and effectively handled. ● Student behavior is entirely appropriate*.

*If this bullet is met, a four can be scored for the component (there is no need to rate the other critical attributes).

A distinguished rating can also still be obtained even if this bullet is not met (in the instance that the other bullets in this component are met).

Domain: 3 Component: a Instruction Communicating with Students			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
● During the lesson, the teacher does not convey to students what they are learning.	● The teacher provides little elaboration or explanation about what the students will be learning.	● The teacher clearly explains what the students will learn and how it connects to prior learning.	● The teacher consistently explains/references how the learning reflects the lesson objective.
● The teacher‘s explanation of the content is poor or non-existent.	● The teacher‘s explanation of the content is inconsistently clear or limited.	● The teacher’s explanation of the content is clear and sufficient.	● The teacher’s explanation of the content is clear and comprehensive **and** students accurately communicate and discuss the content with their peers.
● The teacher makes a serious content error that will affect the student's understanding of the lesson.	● The teacher makes no serious content errors but may make several minor errors.	● The teacher makes no content errors.	● The teacher makes no content errors and anticipates and clarifies possible areas of student misunderstanding of the content.
	● The teacher’s explanations of content	● The teacher models and explains specific strategies	● Students suggest other strategies they might use in

	are purely procedural, without indicating how students can think strategically.	students might use and interprets them in the context of what is being learned.	approaching a challenge or analysis.

Domain: 3 Component: b
Instruction
Using Questioning and Discussion Techniques

Unsatisfactory	Basic	Proficient	Distinguished
● The teacher does not use wait time appropriately (by not providing sufficient wait time or providing excessive wait time).	● The teacher uses appropriate wait time inconsistently.	● The teacher makes effective use of wait time.	● The teacher effectively uses wait time, and most students utilize it.
● Questions do not invite student thinking.	● The teacher's questions are a combination of low and high quality.	● Most of the questions are of high quality promoting the students to think about the content.	● Most of the teacher's questions are of high quality and students initiate higher-order questions.
● The teacher does not ask students to explain their thinking for high-quality questions.	● The teacher sometimes asks students to explain their reasoning for high-quality questions.	● The teacher asks students to justify their reasoning for high-quality questions.	● Students themselves challenge one another's thinking and reasoning.
● Few students participate in the discussion/lesson*.	● Some students only participate in discussion/lesson*.	● Most students actively engage in the discussion/verbally participate in the lesson*.	● Virtually all students are engaged in a class-wide discussion*.

*Depending on the expectation for that portion of the framework.

Domain: 3 Component: c
Instruction
Engaging Students in Learning

Unsatisfactory	Basic	Proficient	Distinguished
• Intellectual engagement is observed for very few students throughout the lesson.	• Intellectual engagement is observed for some students or for part of the lesson.	• Intellectual engagement is observed for most students throughout the lesson.	• Intellectual engagement is observed for almost all students throughout the lesson.
• The lesson components do not follow the district Framework/Pacing Guide/Curriculum.	• Some of the lesson components follow the district Framework/Pacing Guide/Curriculum.		• The lesson fully follows the district Framework/Pacing Guide/Curriculum.
• The pace of the lesson is consistently inappropriate.	• The pacing of the lesson is uneven-suitable in parts but rushed or dragging in others.	• The pacing of the lesson is appropriate and provides students with the time needed to be intellectually engaged.	• The pacing of the lesson is appropriate and students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
• Students are not provided with the opportunity to explain their thinking as part of the task/activity	• Students are provided with limited opportunities to explain their thinking during classroom activities.	• Students are provided with sufficient opportunities to explain their thinking as part of classroom activities.	• Students are provided with sufficient opportunities to explain their thinking as part of classroom activities,

or learning only consists of facts or procedures. ● The materials and resources are non-existent or unsuitable.	● The materials and resources are partially aligned to the lesson objectives and/or few of the materials and resources require student thinking or ask students to explain their thinking.	● Materials and resources support the learning goals and require intellectual engagement, as appropriate.	and they take the initiative to explain their thinking. ● Students take the initiative to adapt the lesson by suggesting modifications or additions to the materials.

Domain: 3 Component: d
Instruction Using Assessment in Instruction

Unsatisfactory	Basic	Proficient	Distinguished
• The teacher gives no indication of what high-quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Students receive no feedback. • The teacher does not ask students to evaluate their own or classmates' work and the students do not engage in self-assessment on their own.	• There is little evidence that the teacher makes the expectations of high-quality work clear to the students. • The teacher inconsistently elicits evidence of understanding. • Students receive limited or vague feedback. • The teacher makes only minor attempts to engage students in self or peer assessment, and students do not engage in self or peer assessment. • There is little evidence that the students	• The teacher makes the expectations of high-quality work clear to the students. • The teacher consistently elicits evidence of students' understanding toward meeting the lesson objectives for all students. • Feedback includes specific and timely guidance. • Students are invited to assess their own work and make improvements	• Students indicate that they clearly understand the characteristics of high-quality work. • The teacher actively and systematically elicits evidence of understanding toward meeting the lesson objectives for all students. • High-quality feedback from the teacher and/or peers is evident. • Students are invited to assess their own work and make improvements; most of them do so. • The teacher builds on and uses student responses to

	understand how their work will be evaluated.		questions in order to deepen student understanding.

Domain: 4 Component: B Professional Responsibilities Maintaining Accurate Records			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
● The teacher's record-keeping system is non-existent, chaotic, and/or ineffective with information lost or missing.	● The teacher's record-keeping system is minimal and partially effective.	● The teacher's record-keeping system is effective for recording student assignments and progress.	● The teacher's record-keeping system is efficient and effective.

Domain: 4 Component: C Professional Responsibilities Communicating with Families			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
• Communication with families is mostly unclear, infrequent, or culturally insensitive. • Consistent, student-specific communication is not noted	• Communication with families is infrequent, at times unclear, or may not be culturally sensitive. • Consistent, student-specific communication with some families is noted.	• Communication with families is clear, frequent, and culturally sensitive. • Consistent, student-specific communication with most families is noted.	• Communication with families is clear, frequent, culturally sensitive, and includes a variety of communication modalities (phone calls, emails, in-person meetings, and class events). • Consistent, student-specific communication with all families is noted.

Domain: 4 Component: D Professional Responsibilities Participating in a Professional Community			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
● The teacher does not participate in school events or LEA projects.	● The teacher participates to a minimal extent in both school events and/or LEA projects.	● The teacher participates in both school events and/or LEA projects.	● The teacher assumes leadership roles in school events and/or LEA projects.

Domain: 4 Component: E Professional Responsibilities Growing and Developing Professionally			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
● The teacher does not participate in professional development activities. ● The teacher purposefully resists discussing performance with supervisors or colleagues.	● The teacher participates in professional development activities. ● The teacher reluctantly accepts feedback from supervisors and colleagues.	● The teacher actively participates in professional development activities. ● The teacher welcomes colleagues and supervisors into the classroom to gain insight from their feedback.	● The teacher takes a leadership role in professional development activities and professional inquiry. ● The teacher actively seeks feedback from supervisors and colleagues.

Domain: 4 Component: F Professional Responsibilities Showing Professionalism			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
● The teacher does not comply with district timelines, policies, regulations, and responsibilities. ● The teacher does not notice the needs of students or does nothing to assist them.	● The teacher inconsistently complies with district timelines, policies, regulations, and responsibilities. ● The teacher notices the needs of students but is inconsistent about addressing them.	● The teacher complies with district regulations, timelines, policies, and responsibilities. ● The teacher actively addresses student needs.	● The teacher exceeds expectations regarding district policies and responsibilities. ● The teacher is highly proactive in serving students.

This document has been modified and adapted from Charlotte Danielson's Framework of Teaching.