

1.1 Utilize Assessment Data to Plan			
Highly Effective	Effective	Improvement Necessary	Ineffective
Teacher uses prior assessment data to formulate achievement goals, unit plans, lesson plans and incorporates differentiated instructional strategies. Teacher purposefully plans to reach every student at his/her level of understanding.	Teacher uses prior assessment data to formulate achievement goals, unit plans, and lesson plans.	Teacher uses prior assessment data to formulate achievement goals, unit plans, or lesson plans, but not all of the above.	Teacher rarely or never uses prior assessment data when planning.
1.2 Set Ambitious & Measurable Achievement Goals			
Highly Effective	Effective	Improvement Necessary	Ineffective
Teacher plans ambitious annual student achievement goals that are measurable, aligned to content standards and includes benchmarks to help monitor learning and inform interventions throughout the year.	Teacher develops annual student achievement goals that are measurable, aligned to content standards and includes benchmarks to help monitor learning and inform interventions throughout the year.	Teacher develops annual student achievement goals that are measurable but the goal may not be aligned to content standards or include benchmarks to help monitor learning and inform interventions throughout the year.	Teacher rarely or never develops achievement goals for the class or the developed goals are extremely general and not helpful for planning purposes.
1.3 Develop Standards-Based Unit Plans & Assessment			
Highly Effective	Effective	Improvement Necessary	Ineffective

Based on achievement goals, units are planned by creating well-designed assessments that align with an end of year summative assessment (either state, district, or teacher created), anticipating student reaction to content, and allocating time per unit that is flexible and/or reflective of the level of difficulty for each unit.	Based on achievement goals, units are planned by identifying content standards that students will master in each unit, creating assessments before each unit begins for backwards planning, and allocating an instructionally appropriate amount of time for each unit.	Based on achievement goals, units are planned by identifying content standards that students will master in each unit but the teacher may not create assessments before each unit begins for backwards planning and/or allocate an instructionally appropriate amount of time for each unit.	Teacher rarely or never plans units by identifying content standards that students will master in each unit or there is little to no evidence that teacher plans units at all.
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1.4 Create Objective-Driven Lesson Plans & Assessments

Highly Effective	Effective	Improvement Necessary	Ineffective
Daily lesson plan objectives are aligned with standards, match instructional strategies, offer a variety of differentiated instructional strategies and incorporates multiple of informal and formal assessments/checks for understanding. Assessment results are used to plan instruction for groups and individual students.	Daily lesson plan objectives are aligned to state content standards, match instructional strategies and formative assessments are designed measure progress towards mastery and inform instruction. Lesson plans indicate possible adjustments based on assessment data.	Daily lesson plan objectives are aligned to state content standards and match instructional strategies. Assessment results are used to design lesson plans for the whole class, but not individual students. The teacher does design assignment and assessments to measure progress towards mastery or inform instruction.	Teacher rarely or never plans daily lessons or daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments. Assessments results do not affect instructional plans.

1.5 Track Student Data & Analyze Progress

Highly Effective	Effective	Improvement Necessary	Ineffective
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Teacher uses daily checks for understanding for additional data points, updates tracking system daily and uses data analysis of student progress to drive lesson planning for the following day. Teacher maintains grading system daily.	Teacher regularly uses checks for understanding and updates tracking system at least weekly. Student data is used to adjust instruction and inform lesson planning, though not always immediately. Grading system is maintained at least once a week.	Teacher occasionally uses checks for understanding, but data collection is inconsistent or not clearly used to inform instruction. Tracking system is updated sporadically, and feedback to students may be delayed. Grading system is maintained less than weekly, which can affect student awareness of progress.	Teacher rarely or never uses checks for understanding to collect data and does not maintain a tracking or grading system in a timely manner. Instruction is not visibly responsive to student progress, and grading is often outdated more than one week.
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Component 2.1 Develop Student Understanding and Mastery of Objectives

Highly Effective	Effective	Improvement Necessary	Ineffective
Objectives are clear, measurable, student-friendly, and explicitly connected to prior knowledge. Students can explain or demonstrate what they're learning and why it is important. Lesson is well-organized for mastery.	Objectives are clear, measurable, and aligned to standards. Teacher explains or writes importance and connects to prior knowledge.	Objectives lack clarity, alignment, or relevance. Limited explanation or connection to prior knowledge.	Objectives are unclear or missing; no connection to prior learning or rationale. Lesson lacks coherence.
Teacher consistently explains the relevance of the objective in ways that are meaningful to students, fostering intrinsic motivation. Students articulate why the objective matters and how it connects to their learning goals or real-world applications.	Importance of the objective is explained so that students understand why they are learning what they are learning.	Lesson generally does not build on prior knowledge of students or students fail to make this connection.	Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important.
Lesson strategically activates and deepens students' prior knowledge, making explicit and meaningful connections to new learning. Students independently reference and apply previous concepts to support their understanding.	Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students.	Organization of the lesson may not always be connected to mastery of the objective.	There may be no effort to connect objective to prior knowledge of students.

Lesson is exceptionally well-organized, seamlessly guiding all students toward mastery of the objective through intentional pacing, strategic scaffolding, and proactive adjustments based on student needs.	Lesson is well-organized to move students towards mastery of the objective.	Objective is stated, but not in a student- friendly manner that leads to understanding.	Lesson is disorganized and does not lead to mastery of objective.
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Component 2.2 Demonstrate and Clearly Communicate Content Knowledge to Students

Highly Effective	Effective	Improvement Necessary	Ineffective
Teacher demonstrates deep content expertise and delivers content that is not only factually accurate but also presented with clarity, relevance, and enthusiasm. Instruction reflects nuanced understanding, integrates cross-disciplinary connections, and inspires curiosity and engagement from students.	Teacher demonstrates solid content knowledge and consistently delivers factually accurate information. Content is organized and clear, helping students understand key concepts.	Teacher shows basic content understanding but may occasionally lack depth or clarity. Some information may be oversimplified or not well-sequenced, leading to student confusion.	Teacher demonstrates insufficient content knowledge. Instruction includes factual errors or misconceptions.
Instruction is well organized and reflects nuanced understanding, integrates cross-disciplinary connections, and inspires curiosity and engagement from students.	Instruction is organized and clear, helping students understand key concepts.	Instruction is not well-sequenced leading to student confusion.	Instruction lacks organization and impedes student understanding.

Teacher consistently and skillfully restates, rephrases, and adapts instruction in real time based on student feedback and misconceptions. Explanations are varied to deepen understanding for all learners.	Teacher restates and rephrases instruction in multiple ways to increase understanding.	Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding.	Teacher continues with planned instruction, even when it is obvious that students are not understanding content.
Teacher highlights and reinforces key concepts throughout the lesson using multiple methods. Students identify and articulate main ideas of lesson independently demonstrating deep comprehension.	Teacher emphasizes key points or main ideas during instruction.	Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways	Teacher does not emphasize main ideas, and students are often confused about content
Teacher consistently uses language and explanations according to students' developmental levels. Adjusts language in real time based on student responses and uses analogies, visuals, or examples that make complex ideas accessible and memorable.	Teacher uses language and explanations that are appropriate for the developmental level of most students, supporting overall understanding of the content.	Teacher attempts to use developmentally appropriate language, but explanations are sometimes unclear, overly complex, or too simplified, leading to partial understanding.	Teacher regularly uses language that is misaligned with students' developmental levels. Explanations are consistently too complex, vague, or simplistic, resulting in confusion or disengagement).

Teacher consistently and thoughtfully integrates new instructional strategies from professional development into daily practice Reflects on thier impact, refines implementation based on student needs, and shares successful strategies with colleagues to support collective growth.	Teacher implements relevant instructional strategies learned via professional development.	Teacher does not always implement new and improved instructional strategies learned via professional development.	Teacher does not implement new and improved instructional strategies learned via professional development.
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Component 2.3 Engage Students in Academic Content

Highly Effective	Effective	Improvement Necessary	Ineffective
90% or more students are actively engaged in content at all times and not off task.	75-89% of students are actively engaged in content at all times and not off task.	50-74% of students are actively engaged in content at all times and not off task.	Less than 50% of students are actively engaged in content at all times and not off task.
Teacher provides a variety of thoughtfully designed, differentiated opportunities for students to engage with content that are tailored to different learners, readiness levels, and interests. Strategies are aligned to the lesson objective and promote deep understanding, active participation, and equitable access for all learners.	Teacher uses multiple, well-chosen methods to engage students with content. Strategies are appropriately aligned to the lesson objective and support active learning for most students. Engagement is generally sustained and purposeful.	Teacher offers limited or inconsistently effective methods for engaging students. Some strategies may be loosely connected to the objective or fail to address diverse learning needs, resulting in uneven participation and understanding.	Teacher relies on single method of instruction or uses multiple strategies that are misaligned to the objective. Engagement is minimal and most students are passive, off-task, or unable to access the content in a meaningful way.
The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do.	Ways of engaging with content reflect different learning modalities or intelligences.	Teacher may miss opportunities to provide ways of differentiating content for student engagement.	Teacher does not differentiate instruction to target different learning modalities.

Teacher strategically integrates technology to enhance student engagement, personalize learning, and deepen understanding of academic content. Technology is purposeful, interactive, and supports collaboration, critical thinking, or creativity.	Teacher effectively integrates technology to support student engagement and access to academic content. Technology tools are appropriately chosen and aligned with the lesson objective, helping students stay actively involved in learning.	Teacher uses technology inconsistently or in ways that are marginally effective in supporting engagement or content understanding. Tools may be underused, misaligned to objectives, or add minimal instructional value.	Teacher rarely or ineffectively uses technology in instruction. When used, it may distract from learning, be misapplied, or fail to engage students meaningfully with academic content.
Teacher collaborates with teacher of record and consistently implements individualized accommodations and modifications for students with IEPs, 504s, or ELL plans that go beyond compliance. Instruction is adapted in real time to ensure full access, engagement, and meaningful participation in content.	Teacher implements accommodations and modifications aligned to IEP, ELL, or 504 plans with fidelity. Supports are appropriate, consistently applied, and allow students to engage meaningfully with the content.	Teacher occasionally implements accommodations for ELL, IEP, or 504 students, but application is inconsistent or lacks alignment with student needs. As a result, some students struggle to fully access or engage with content.	Teacher rarely or never provides required accommodations or modifications for ELL, IEP, or 504 students. Instruction is not adapted, and students are unable to access content resulting in lack of engagement and progress.

Component 2.4 Check for Understanding

Highly Effective	Effective	Improvement Necessary	Ineffective
Teacher always checks for understanding during all key moments when checking is necessary to inform instruction going forward.	Teacher often checks for understanding at almost all key moments when checking is necessary to inform instruction going forward.	Teacher occasionally checks for understanding at almost all key moments when checking is necessary to inform instruction going forward.	Teacher rarely or never checks for understanding gathering minimal information about students' understanding of the content during instruction. Student misunderstandings go unnoticed or unaddressed.
Teacher consistently uses varied strategies to check for understanding including but not limited to exit tickets, quizzes, and other methods to gauge student understanding.	Teacher often uses varied strategies to check for understanding including but not limited to exit tickets, quizzes, and other methods to gauge student understanding.	Teacher sometimes uses a variety of methods to check for understanding that are successful in capturing an accurate pulse of the class's understanding.	Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate pulse of the class's understanding.
Teacher always makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students at key moments during instruction. Misunderstandings are immediately addressed.	Teacher often makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students. Student responses inform pacing. Instruction is adjusted based on student responses.	Teacher checks for understanding, but doesn't use a variety of strategies and/or the checks don't provide sufficient information about student understanding. Instruction is rarely adjusted based on student responses.	Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts and doing so frequently fail to increase understanding for students.
Teacher always uses wait time effectively both after posing a question and before helping students think through a response.	Teacher often uses wait time effectively both after posing a question and before helping students think through a response.	Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content.	Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer.
Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students.	Teacher rarely allows students to "opt-out" of checks for understanding and cycles back to these students.	Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students.	Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students.
Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments.	Teacher regularly assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments.	Teacher may occasionally assess student mastery at the end of the lesson through formal and informal assessments.	Teacher rarely or never assesses for mastery at the end of the lesson.
All students are held accountable for demonstrating understanding during checks for understanding.	Most students are held accountable for demonstrating understanding during checks for understanding.	Some students are not held accountable for demonstrating understanding during checks for understanding.	Most students are not held accountable for demonstrating understanding during checks for understanding.

Component 2.5 Modify Instruction as Needed

Highly Effective	Effective	Improvement Necessary	Ineffective
Teacher always makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students.	Teacher often makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students.	Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students.	Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail increase understanding for students.
Teacher consistently identifies misunderstandings and responds promptly with varied, student-driven scaffolding techniques.	Teacher often identifies misunderstandings and mostly responds promptly with varied, student-driven scaffolding techniques.	Teacher may primarily respond to misunderstandings by using teacher- driven scaffolding techniques (for example, re- explaining a concept), when student-driven techniques could have been more effective.	Teacher only responds to misunderstandings by using teacher- driven scaffolding techniques.
Teacher consistently works to address misunderstandings by trying alternative instructional strategies without taking away from the flow of the lesson or losing engagement.	Teacher often doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful.	Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding.	Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding.
Teacher has an extensive repertoire of instructional strategies and resources.	Teacher has a broad repertoire of instructional strategies and resources.	Teacher has a limited repertoire of instructional strategies and resources.	Teacher makes little to no attempt to expand repertoire of instructional strategies or resources.

Teacher anticipates gaps in prerequisite skills and knowledge before and during instruction. Adjustments are embedded in the lesson, ensuring all students are meaningfully engaged and prepared to access grade-level content.	Teacher adjusts lesson accordingly to accommodate for prerequisite skills and knowledge so that all students are engaged.	Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective.	Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students.
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Component 2.6 Develop Higher Level of Understanding Through Rigorous Instruction and Work			
Highly Effective	Effective	Improvement Necessary	Ineffective
Lesson is accessible and challenging to all students.	Lesson is accessible and challenging to almost all students.	Lesson is not always accessible or challenging for students.	Lesson is not aligned with developmental level of students as it may be too challenging or to
Teacher and students frequently develop high-level understanding through effective questioning.	Teacher occasionally develops high-level understanding through effective questioning and students are able to respond with meaningful responses.	Some questions used may not be effective in developing higher-level understanding as they may be too complex or confusing.	Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts.
Lesson pushes all students forward due to differentiation of instruction based on each student's level of understanding.	Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding.	Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding.	Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding.
Students consistently have opportunities to meaningfully practice, apply, and demonstrate that they are learning.	Students often have opportunities to meaningfully practice, apply, and demonstrate that they are learning.	While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher directed than appropriate.	Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts.
Teacher checks for understanding at higher levels by asking pertinent, scaffolding questions that push thinking; accepts only high-quality student responses (those that reveal understanding or lack thereof).	Teacher uses open-ended questions that prompt thoughtful responses and assess both lower and higher order thinking. Questions are generally clear, relevant, and help identify student understanding and gaps.	Teacher uses limited range of questions with few open-ended prompts. Questions may focus mostly on recall or basic understanding and do not consistently reveal student thinking or misunderstandings.	Teacher rarely uses open-ended questions. Questions are predominantly yes/no or recall-based offering little insight into student higher-order thinking skills.

Teacher's content specific vocabulary is rigorous and developmentally appropriate such that all students engage in precise higher level discussion of content.	Teacher's content specific vocabulary is rigorous and developmentally appropriate, such that most students engage in precise, higher level discussion of content.	Teacher inconsistently uses content specific vocabulary; few students are able to engage in precise, higher level discussion of content.	Teacher uses little or no content specific vocabulary and/or students do not engage in precise, higher level discussion of content.
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Component 2.7 Maximize Instructional Time			
Highly Effective	Effective	Improvement Necessary	Ineffective
Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher.	Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher.	Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed.	There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times.
Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)	Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance)	There is more than a brief period of time when students are left without meaningful work to keep them engaged.	There are significant periods of time in which students are not engaged in meaningful work.
Students share responsibility for operations and routines and work well together to accomplish these tasks.	Teacher delegates time between parts of the lesson appropriately so best to lead students towards mastery of objective.	Teacher may delegate lesson time inappropriately between parts of the lesson.	Teacher wastes significant time between parts of the lesson due to classroom management.
All students are on task and follow instructions of teacher without much prompting.	Almost all students are on task and follow instructions of teacher without much prompting.	Significant prompting from the teacher is necessary for students to follow instructions and remain on task.	Even with significant prompting, students frequently do not follow directions and are off task.

Disruptive behaviors and off task conversations are rare; When they occur, they are always addressed without major interruption to the lesson.	Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.	Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem.	Disruptive behaviors and off task conversations are common and frequently cause the teacher to have to make adjustments to the lesson.
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Component 2.8 Create Classroom Culture of Respect and Collaboration			
Highly Effective	Effective	Improvement Necessary	Ineffective
Students consistently demonstrate respectful, responsible behavior, and contribute to a positive classroom culture. Clear, proactive classroom norms are established. Teacher consistently addresses	Students demonstrate respectful behavior toward the teacher and one another. While misbehavior may occur, the teacher addresses it promptly and	Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms. Teacher may not always respond to disrespectful	Students are frequently disrespectful of teacher or peers, as evidenced by discouraging remarks or disruptive behavior. Teacher
Students consistently engage in meaningful, self-directed collaboration with minimal teacher intervention. Students actively support each other's learning and hold their group accountable.	Students are given structured opportunities to collaborate. Some students may require reminders from teacher to work cooperatively, most contribute to group tasks.	Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together.	Students are not given many opportunities to collaborate, or during these times do not work well together, even with teacher intervention.
Teacher cultivates a classroom culture rooted in respect, responsibility, and integrity by intentionally modeling and reinforcing positive character. Classroom expectations are internalized and students hold each other accountable.	Teacher consistently reinforces positive character traits and appropriate behavior. Clear expectations are established. Most students respond well to redirection.	Teacher may praise positive behavior or enforce consequences for negative behavior, but not both	Teacher rarely or never praises positive behavior.

Teacher fosters strong, trusting relationships with all students and affirms their voices, cultures, and individuality. The teacher's interest in student perspectives is evident in both instruction and informal interactions.	Teacher builds positive relationships with students and demonstrates genuine interest in their ideas, perspectives, and well-being.	Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others.	Teacher rarely or never addresses negative behavior.
Appropriate standard of conduct is set and students understand the expectations and were involved in the creation.	Appropriate standard of conduct is set, and students understand the expectations.	Generic rules are posted but not explained or referred to by teachers or students.	Classroom is overall chaotic with no apparent standards of conduct.

Component 2.9 Set High Expectations for Academic Success			
Highly Effective	Effective	Improvement Necessary	Ineffective
Teacher consistently communicates and reinforces ambitious expectations for all students, regardless of ability. Differentiated support ensures that every student is challenged appropriately.	Teacher often communicates clear and high expectations for all students. Expectations are evident in instruction, classroom routines, and student work. Teacher often provides appropriate support.	Teacher communicates expectations inconsistently or sets them appropriately for some students but not others. Some students are not sufficiently challenged or supported to reach their potential.	Teacher sets low or uneven expectations. Many students are not encouraged or supported to achieve at high levels leading to disengagement or underperformance.
Students are always invested in their work and value academic success as evidenced by their effort and quality of their work.	Students are often invested in their work and value academic success as evidenced by their effort and quality of their work.	Students are generally invested in their work, but may occasionally spend time off task or give up when work is challenging.	Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off task, or refuse to attempt assignments.
The classroom consistently promotes a strong culture of academic risk-taking. Students ask questions and embrace mistakes as part of learning. The teacher models and reinforces growth mindset. Peer interactions are supportive, respectful, and create a safe space.	The classroom is generally a safe place for students to ask questions and make mistakes without fear of embarrassment. Most students are willing to take academic risks, and the teacher responds supportively to errors and encourages persistence.	Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give up easily)	Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers.
Teacher consistently celebrates and praises academic work. Praise is specific and aligned to learning goals.	Teacher regularly celebrates and praises academic work . Feedback is generally positive and appropriate.	Teacher may praise the academic work of some, but not others. Praise may be vague or not related to goals.	Teacher rarely or never praises academic work or good behavior. Praise is rarely or never related to goals.

High quality work of all students is displayed within the learning environment.	High quality work of most students is displayed within the learning environment.	High quality work of a few, but not all students may be displayed within the learning environment.	High quality work is rarely or never displayed within the learning environment.
Students actively and regularly engage in setting personalized academic goals and tracking their progress. The teacher provides structures and guidance that empower students to reflect on their growth, adjust their goals, and take ownership of their learning. Students can articulate their goals, strategies, and progress with clarity and purpose.	Students are guided to set academic goals and reflect on their progress periodically. The teacher provides appropriate tools and support to help students monitor and understand their growth. Most students can explain what they are work toward and how they're doing.	Goal-setting may be teacher-directed with limited student input. Students occasionally review their progress but may lack understanding or ownership of their goals. Reflection is inconsistent or superficial.	Students are not involved in setting academic goals or monitoring progress. There is little to no emphasis on self-reflection and students are generally unaware of their academic standing or growth areas.
Students consistently hold themselves to high academic standards and take initiative to exceed expectations. They seek feedback, revise work independently, and demonstrate resilience when faced with challenges. A culture of personal excellence is evident throughout the classroom.	Most students show pride in their work and strive to meet or exceed academic expectations. They complete assignments with care, respond positively to feedback and show persistence in achieving learning goals.	Some students show inconsistent effort or only meet minimum requirements. There is limited evidence of self-motivations or a desire to improve. Teacher encouragement may not fully translate to student-driven expectations.	Few students take ownership of their academic performance. Work is often incomplete or low quality. There is little evidence that students value academic growth or aim to meet expectations.

Domain 3: Teacher Leadership

3.1 Teacher-Student Communication: Timeliness and Professional Cadence			
Highly Effective	Effective	Improvement Necessary	Ineffective
Consistently responds to student questions, concerns, or work submissions within 24 hours: Communication is timely, encouraging, and models professionalism. Provides thoughtful, individualized responses that promote academic growth and build trust.	Responds to students within a reasonable timeframe (e.g., 24–48 hours) and maintains a respectful, clear, and supportive tone. Communication meets classroom expectations and supports student understanding and engagement.	Responds inconsistently or with delay, sometimes requiring prompting. Tone or clarity may occasionally lack professionalism or support. Communication is adequate but does not fully support student needs.	Frequently fails to respond to students or provides unclear, dismissive, or unprofessional communication. Students experience confusion, delays in feedback, or disengagement due to lack of timely interaction.
3.2 Teacher-Parent Communication: Timeliness and Professional Cadence			
Highly Effective	Effective	Improvement Necessary	Ineffective
Uses more than two modes of communication to foster effective dialogue. Consistently responds to parent communication within 24 hours. Communication is timely, thoughtful, professional, and occurs through a variety of methods. Builds strong, positive partnerships through proactive updates, clarity, and empathy. Maintains regular, two-way communication that supports student success.	Uses at least two modes of communication to foster effective dialogue. Responds to parent inquiries within 24-48 hours and uses a respectful, clear tone. Communication is appropriate and supportive, contributing to a positive relationship and shared understanding.	Uses one mode of ineffective communication to foster dialogue. Responses to parents are sometimes delayed more than 48 hours or require prompting. Tone may be inconsistent (e.g., too informal or vague), and communication may not always address concerns fully. Follow-up is limited or uneven.	Does not initiate communication. Frequently fails to respond to parent communication or does so in an unprofessional, unclear, or dismissive manner. Lacks timeliness and reliability, which leads to misunderstandings or frustration.
3.3 Teacher-Peer/Admin Communication: Timeliness and Professional Cadence			

Highly Effective	Effective	Improvement Necessary	Ineffective
Consistently communicates with colleagues and administrators in a timely, professional, and proactive manner. Responses are clear, respectful, and solution-oriented. Anticipates needs, follows up without prompting, and contributes to a culture of collaboration and trust.	Communicates with peers and administration within expected timeframes. Responses are appropriate in tone, clear, and respectful. Participates effectively in collaborative discussions and school communication processes.	Communication is sometimes delayed or lacks clarity. Tone may be occasionally unprofessional or dismissive. Needs prompting to respond or participate in team communication effectively.	Frequently fails to respond or delays communication significantly. Messages are unclear, unprofessional, or negatively impact collaboration. Avoids or resists necessary communication with colleagues or administration.

3.4 Teacher Engages in School/District-Wide Activities Programs

Highly effective	Effective	Improvement Necessary	Ineffective
Teacher is consistently involved in 8 or more school-wide activities and makes significant contributions to those programs outside of scheduled work hours and class requirements.	Teacher is involved in 6-7 school-wide activities and contributes to the programs outside of scheduled work hours and class requirements.	Teacher participates in 4-5 school-wide programs and contributes to the programs outside of scheduled work hours and class requirements..	Teacher participates in 0-3 school-wide activities/programs outside of scheduled work hours and class requirements..

3.5 Seek Professional Skills and Knowledge

Highly Effective	Effective	Improvement Necessary	Ineffective
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Attends all mandatory PD opportunities and is engaged. Pursues opportunities to improve knowledge and practice, incorporates new practices into instruction, regularly share newly learned knowledge and practices with others, leads PD sessions and welcomes constructive feedback.	Attends all mandatory PD opportunities and is engaged. Actively pursues opportunities to improve knowledge and practice, seeks out ways to implement new practices into instruction, and welcomes constructive feedback.	Attends all mandatory PD opportunities but may not actively pursue optional PD opportunities, seek out ways to implement new practices into instruction and/or accept constructive feedback well.	Rarely or never attend PD opportunities. Show little or no interest in new ideas, programs, or classes to improve teaching and learning. Make no effort to share knowledge with others. Resists feedback from supervisors and/or colleagues.
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3.6 Maintaining Accurate Records

Highly Effective	Effective	Improvement Necessary	Ineffective
The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective, and students contribute to its maintenance (portfolios, etc.).	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.

4.1 On Time Arrival (Special Weighting)	
Meets	Does Not Meet Standard
Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
4.1 Policies & Procedures (Special Weighting)	
Meets	Does Not Meet Standard
Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals and attendance, policies for appropriate attire, etc.).	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals and attendance, policies for appropriate attire, etc.).

Component 5.1 Attendance (Special Weighting)	
Meets	Does Not Meet Standard
Individual has not demonstrated a pattern of absences beyond 13 days within a school year (excluding approved FMLA occurrences).	Individual has demonstrated a pattern of absences beyond 13 days within a school year (excluding approved FMLA occurrences).