Domain 1a – Demonstrating Knowledge of Content and Pedagogy

- **Ineffective**
- ☐ The teacher makes content errors.
- ☐ The teacher does not consider prerequisite relationships when planning.
- ☐ The teacher's plans use inappropriate strategies for the discipline.
-
- ○ 2

  Partially Effective
- ☐ The teacher's understanding of the discipline is rudimentary.
- ☐ The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.
- ☐ Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.
-
- ○ 3

  Effective
- ☐ The teacher can identify important concepts of the discipline and their relationships to one another.
- ☐ The teacher provides clear explanations of the content.
- ☐ The teacher answers students' questions accurately and provides feedback that furthers their learning.
- ☐ Instructional strategies in unit and lesson plans are entirely suitable to the content.
-
- ○ 4

  Highly Effective
- ☐ The teacher cites intra- and interdisciplinary content relationships.
- ☐ The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.
- ☐ The teacher's plans reflect recent developments in content-related pedagogy.

Domain 1b – Knowledge of Students

- **Ineffective**
- ☐ The teacher does not understand child development characteristics and has unrealistic expectations for students.
- ☐ The teacher does not try to ascertain varied ability levels among students in the class.
- ☐ The teacher is not aware of students' interests or cultural heritages.
- ☐ The teacher takes no responsibility to learn about students' medical or learning disabilities.
-
- ○ 2

Partially Effective

- ☐ The teacher cites developmental theory but does not seek to integrate it into lesson planning.
- ☐ The teacher is aware of the different ability levels in the class but tends to teach to the whole group.
- ☐ The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.
- ☐ The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.
-
- ○ 3

Effective

- ☐ The teacher knows, for groups of students, their levels of cognitive development.
- ☐ The teacher is aware of the different cultural groups in the class.
- ☐ The teacher has a good idea of the range of interests of students in the class.
- ☐ The teacher has identified "high", "medium", and "low" groups of students within the class.
- ☐ The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.
- ☐ The teacher is aware of the special needs represented by students in the class.
-
- ○ 4

Highly Effective

- ☐ The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.
- ☐ The teacher seeks out information from all students about their cultural heritages.
- ☐ The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

- **Domain 1c – Setting Instructional Outcomes**
- 1

Ineffective

- Outcomes lack rigor.
- Outcomes do not represent important learning in the discipline.
- Outcomes are not clear or are stated as activities.
- Outcomes are not suitable for many students in the class.

- 2

Partially Effective

- Outcomes represent a mixture of low expectations and rigor.
- Some outcomes reflect important learning in the discipline.
- Outcomes are suitable for most of the class.

- 3

Effective

- Outcomes represent high expectations and rigor.
- Outcomes are related to big ideas of the discipline.
- Outcomes are written in terms of what students will learn rather than do.
- Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.
- Outcomes, differentiated where necessary, are suitable to groups of students in the class.

- 4

Highly Effective

- The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing.
- The teacher connects outcomes to previous and future learning.
- Outcomes are differentiated to encourage individual students to take educational risks.

Domain 1d – Demonstrating Knowledge of Resources

- 1

Ineffective

- The teacher uses only district-provided materials, even when more variety would assist some.
- The teacher does not seek out resources available to expand his or her own skill.
- Although the teacher is aware of some student needs, s/he does not inquire about possible resources.

- 2

Partially Effective

- The teacher uses materials in the school but does not search beyond the school for resources.
- The teacher participates in content-area workshops offered by the school but does not pursue other professional development.
- The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.

- 3

Effective

- Texts are at varied levels.
- Texts are supplemented by guest speakers and field experiences.
- The teacher facilitates the use of Internet resources.
- Resources are multidisciplinary.
- The teacher expands his or her knowledge through professional learning groups and organizations.
- The teacher pursues options offered by universities.
- The teacher provides lists of resources outside the classroom for students to draw on.

- 4

Highly Effective

- Texts are matched to student skill level.
- The teacher has ongoing relationships with colleges & universities that support student learning.
- The teacher maintains a log of resources for student reference.
- The teacher pursues apprenticeships to increase discipline knowledge.
- The teacher facilitates student contact with resources outside the classroom.

Domain 1e – Designing Coherent Instruction

- 1

Ineffective

- Learning activities are boring and/or not well aligned to the instructional goals.
- Materials are not engaging or do not meet instructional outcomes. Instructional groups do not support learning.
- Lesson plans are not structured or sequenced and are unrealistic in their expectations.

- 2

Partially Effective

- Learning activities are moderately challenging.
- Learning resources are suitable, but there is limited variety.
- Instructional groups are random, or they only partially support objectives.
- Lesson structure is uneven or may be unrealistic about time expectations.

- 3

Effective

- [x] Learning activities are matched to instructional outcomes.
- Activities provide opportunity for higher-level thinking.
- [x] The teacher provides a variety of appropriately challenging materials and resources.
- Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.
- [x] The plan for the lesson or unit is well structured, with reasonable time allocations.

- 4

Highly Effective

- Activities permit student choice.
- Learning experiences connect to other disciplines.
- The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.
- Lesson plans differentiate for individual student needs.

Domain 1f – Designing Student Assessments

- 1

Ineffective

- [ ] Assessments do not match instructional outcomes.
- [ ] Assessments lack criteria.
- [ ] No formative assessments have been designed.
- [ ] Assessment results do not affect future plans.

- 2

Partially Effective

- [ ] Only some of the instructional outcomes are addressed in the planned assessments.
- [ ] Assessment criteria are vague.
- [ ] Plans refer to the use of formative assessments, but they are not fully developed.
- [ ] Assessment results are used to design lesson plans for the whole class, not individual students.

- 3

Effective

- [ ] All the learning outcomes have a method for assessment.
- [ ] Assessment types match learning expectations.
- [ ] Plans indicate modified assessments when they are necessary for some students.
- [ ] Assessment criteria are clearly written.
- [x] Plans include formative assessments to use during instruction.
- [ ] Lesson plans indicate possible adjustments based on formative assessment data.

- 4

Highly Effective

- [ ] Assessments provide opportunities for student choice.
- [ ] Students participate in designing assessments for their own work.
- [ ] Teacher-designed assessments are authentic, with real-world application as appropriate.
- [ ] Students develop rubrics according to teacher-specified learning objectives.
- [ ] Students are actively involved in collecting information from formative assessments and provide input.

Domain 2a – Creating an Environment of Respect and Rapport

- 1

Ineffective

- The teacher is disrespectful toward students or insensitive to student's ages, cultural backgrounds, and developmental levels.
- Student's body language indicates feelings of hurt, discomfort, or insecurity.
- The teacher displays no familiarity with, or caring about, individual students.
- The teacher disregards disrespectful interactions among students.

- 2

Partially Effective

- The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.
- The teacher attempts to respond to disrespectful behavior among students, with uneven results.
- The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.

- 3

Effective

- Talk between the teacher and students and among students is uniformly respectful.
- The teacher successfully responds to disrespectful behavior among students.
- Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.
- The teacher makes general connections with individual students.
- Students exhibit respect for the teacher.

- 4

Highly Effective

- The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.
- There is no disrespectful behavior among students.
- When necessary, students respectfully correct one another.
- Students participate without fear of put-downs or ridicule from either the teacher or other students.
- The teacher respects and encourages students' efforts.

Domain 2b – Establishing a Culture for Learning

- ○ 1

Ineffective

- 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.
- The teacher conveys to at least some students that the work is too challenging for them.
- Students exhibit little or no pride in their work.
- Students use language incorrectly; the teacher does not correct them.
- 2

Partially Effective

- The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.
- The teacher conveys high expectations for only some students.
- Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an easy path.
- The teacher's primary concern appears to be to complete the task at hand.
- The teacher urges, but does not insist, that students use precise language.
- 3

Effective

- The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.
- The teacher demonstrates a high regard for student's abilities.
- The teacher conveys an expectation of high levels of student effort.
- Students expend good effort to complete work of high quality.
- The teacher insists on precise use of language by students.
- 4

Highly Effective

- The teacher communicates passion for the subject.
- The teacher conveys satisfaction that accompanies a deep understanding of complex content.
- Students indicate through their questions and comments a desire to understand the content.
- Students assist their classmates in understanding the content.
- Students take initiative in improving the quality of their work.
- Students correct one another in their use of language.

Domain 2c – Managing Classroom Procedures

-
- 1

Ineffective

- Students not working with the teacher are not productively engaged.
- Transitions are disorganized, with much loss of instructional time.
- There do not appear to be any established procedures for distributing and collecting materials.
- A considerable amount of time is spent off task because of unclear procedures.
- Volunteers and paraprofessionals have no defined role and/or are idle much of the time.

- 2

Partially Effective

- Students not working directly with the teacher are only partially engaged.
- Procedures for transitions seem to have been established, but their operation is not smooth.
- There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.
- Classroom routines function unevenly.
- Volunteers and paraprofessionals require frequent supervision.

- 3

Effective

- Students are productively engaged during small-group or independent work.
- Transitions between large- and small-group activities are smooth.
- Routines for distribution and collection of materials and supplies work efficiently.
- Classroom routines function smoothly.
- Volunteers and paraprofessionals work with minimal supervision.

- 4

Highly Effective

- With minimal prompting by the teacher, students ensure that their time is used productively.
- Students take initiative in distributing and collecting materials efficiently.
- Students themselves ensure that transitions and other routines are accomplished smoothly.
- Volunteers and paraprofessionals take initiative in their work in the class.

Domain 2d – Managing Student Behavior

-
- 1

Ineffective

- The classroom environment is chaotic, with no standards of conduct evident.
- The teacher does not monitor student behavior.
- Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.

- 2

Partially Effective

- 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, other times lenient.

- 3

Effective

- Standards of conduct appear to have been established and implemented successfully.
- Overall, student behavior is generally appropriate.
- The teacher frequently monitors student behavior.
- The teacher's response to student misbehavior is effective.

- 4

Highly Effective

- Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.
- The teacher silently and subtly monitors student behavior.
- Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

Domain 2e – Organizing Physical Space

- 1

Ineffective

- There are physical hazards in the classroom, endangering student safety.
- Many students can't see or hear the teacher or see the board.
- Available technology is not being used even if it is available and its use would enhance the lesson.

- 2

Partially Effective

- The physical environment is safe, and most students can see and hear the teacher or see the board.
- The physical environment is not an impediment to learning but does not enhance it.
- The teacher makes limited use of available technology and other resources.

- 3

Effective

- The classroom is safe, and all students are able to see and hear the teacher or see the board.
- The classroom is arranged to support the instructional goals and learning activities.
- The teacher makes appropriate use of available technology.

- 4

Highly Effective

- Modifications are made to the physical environment to accommodate students with special needs.
- There is total alignment between the learning activities and the physical environment.
- Students take the initiative to adjust the physical environment.
- The teacher and students make extensive and imaginative use of available technology.

Domain 3a – Communicating with Students

-
- 1

Ineffective

- At no time during the lesson does the teacher convey to students what they will be learning.
- Students indicate through body language or questions that they don't understand the content being presented.
- The teacher makes a serious content error that will affect students' understanding of the lesson.
- Students indicate through their questions that they are confused about the learning task.
- The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.
- The teacher's vocabulary is inappropriate to the age or culture of the students.

- 2

Partially Effective

- The teacher provides little elaboration or explanation about what the students will be learning.
- The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.
- The teacher makes no serious content errors but may make minor ones.
- The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.
- The teacher must clarify the learning task so students can complete it.
- The teacher's vocabulary and usage are correct but unimaginative.
- When the teacher attempts to explain academic vocabulary, it is only partially successful.
- The teacher's vocabulary is too advanced, or too juvenile, for students.

- 3

Effective

- The teacher states clearly, at some point during the lesson, what the students will be learning.
- The teacher's explanation of content is clear and invites student participation and thinking.
- The teacher makes no content errors.
- The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.

- Students engage with the learning task, indicating that they understand what they are to do.
- If appropriate, the teacher models the process to be followed in the task.
- The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.
- The teacher's vocabulary is appropriate to student's ages and levels of development.

- 4

Highly Effective

- If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.
- The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.
- The teacher points out possible areas for misunderstanding.
- The teacher invites students to explain the content to their classmates.
- Students suggest other strategies they might use in approaching a challenge or analysis.
- The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.
- Students use academic language correctly.

Domain 3b – Questioning and Discussion Techniques

- 1

Ineffective

- Questions are rapid-fire and convergent, with a single correct answer.
- Questions do not invite student thinking.
- All discussion is between the teacher and students; students are not invited to speak directly to one another.
- The teacher does not ask students to explain their thinking.
- Only a few students dominate the discussion.
- 2

Partially Effective

- The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.
- The teacher invites students to respond directly to one another's ideas, few students respond.
- The teacher calls on many students, but a small number actually participate in the discussion.
- The teacher asks students to explain their reasoning, but only some students attempt to do so.
- 3

Effective

- The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.
- The teacher makes effective use of wait time.
- Discussions enable students to talk to one another without ongoing mediation by teacher.
- The teacher calls on most students, even those who don't initially volunteer.
- Many students actively engage in the discussion.
- The teacher asks students to justify their reasoning, and most attempt to do so.
- 4

Highly Effective

- Students initiate higher-order questions.
- The teacher builds on and uses student responses to questions in order to deepen student understanding.
- Students extend the discussion, enriching it.
- Students invite comments from their classmates during a discussion and challenge one another's thinking.
- Virtually all students are engaged in the discussion.

Domain 3c – Engaging Students in Learning

-
- 1

Ineffective

- Few students are intellectually engaged in the lesson.
- Learning tasks/activities and materials require only recall or have a single correct response or method.
- Instructional materials used are unsuitable to the lesson and/or the students.
- The lesson drags or is rushed.
- Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.

- 2

Partially Effective

- Some students are intellectually engaged in the lesson.
- Learning tasks are a mix of those requiring thinking and those requiring recall.
- Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.
- The materials and resources are partially aligned to the lesson objectives.
- Few of the materials and resources require student thinking or ask students to explain their thinking.
- The pacing of the lesson is uneven - suitable in parts but rushed or dragging in others.
- The instructional groupings used are partially appropriate to the activities.

- 3

Effective

- Most students are intellectually engaged in the lesson.
- Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.
- Students are invited to explain their thinking as part of completing tasks.
- Materials and resources support the learning goals and require intellectual engagement, as appropriate.
- The pacing of the lesson provides students the time needed to be intellectually engaged.
- The teacher uses groupings that are suitable to the lesson activities.

- 4

Highly Effective

- Virtually all students are intellectually engaged in the lesson.
- Lesson activities require high-level student thinking and explanations of their thinking.
- Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.
- Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

Domain 3d – Using Assessments in Instruction

- 1

Ineffective

- 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, or feedback is global or directed to only one student.
- The teacher does not ask students to evaluate their own or classmates work.

- 2

Partially Effective

- There is little evidence that the students understand how their work will be evaluated.
- The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.
- Feedback to students is vague and not oriented toward future improvement of work.
- The teacher makes only minor attempts to engage students in self- or peer assessment.

- 3

Effective

- The teacher makes the standards of high-quality work clear to students.
- The teacher elicits evidence of student understanding.
- Students are invited to assess their own work and make improvements; most of them do so.
- Feedback includes specific and timely guidance, at least for groups of students.

- 4

Highly Effective

- Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.
- The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.
- Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.
- High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

Domain 3e – Demonstrating Flexibility and Responsiveness

- 1

Ineffective

- The teacher ignores indications of student boredom or lack of understanding.
- The teacher brushes aside student's questions.
- The teacher conveys to students that when they have difficulty learning, it is their fault.
- In reflecting on practice, the teacher does not indicate that it is important to reach all students.
- The teacher makes no attempt to adjust the lesson in response to student confusion.
- 2

Partially Effective

- The teacher makes perfunctory attempts to incorporate student's questions and interests into the lesson.
- The teacher conveys to students a level of responsibility for their learning but also his or her uncertainty about how to assist them.
- In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.
- The teacher's attempts to adjust the lesson are partially successful.
- 3

Effective

- The teacher incorporates student's interests and questions into the heart of the lesson.
- The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.
- In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.
- When improvising becomes necessary, the teacher makes adjustments to the lesson.
- 4

Highly Effective

- The teacher seizes on a teachable moment to enhance a lesson.
- The teacher conveys to students that s/he won't consider a lesson finished until every student understands and that s/he has a broad range of approaches to use.
- In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.
- The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.