PERFORMANCE-BASED TEACHER EVALUATION

"Enhancing teacher practice to educate our future"

PLANNING AND PREPARATION

PRINCIPLED TEACHING



LEARNING ENVIRONMENTS

LEARNING EXPERIENCES

ST. LOUIS PUBLIC SCHOOLS
The Board of Education of the City of St. Louis

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St. Louis Public Schools Performance Based Teacher Evaluation (PBTE)

Self-Assessment

Teacher _____ Tenured ☐ Probationary ☐

Employee ID _____

Grade/Subject _____

Self Evaluation Completion _____ _____ _____ _____

DIRECTIONS: This self-assessment instrument should be used by the teacher after professional development in the use of this tool has occurred. The instrument is based on five domains: Planning and Preparation, Learning Environments, Learning Experiences, Principled Teaching, and Student Growth and is aligned with Danielson's *Framework for Teaching* (2022). Within those domains, there are 23 carefully selected components for effective school performance. These components are based on current research-based best practices and provide a structure for professional growth efforts and the ongoing work of schools and professional development of staff. This assessment provides a detailed set of observable characteristics that staff can use to gather ongoing information that contributes to effective school performance. This tool will serve as a guide to professional growth and development as they translate into a set of performance expectations for highly effective schools to transform practice. This tool supports the Missouri Learning Standards, the Department of Elementary and Secondary Education's Performance-Based Teacher Evaluation Model, student performance and assessment. There are four performance ratings: unsatisfactory, basic, proficient, and distinguished. As you self-assess your performance as a classroom teacher, note that this is a living document. This guide should serve to examine growth and development over time. While this document is to be completed independently, educators will glean the value of collaborative conversations as they relate to the Comprehensive School Improvement Plan and the building of a reflective learning community.

PHILOSOPHY: A performance-based teacher evaluation system is critical to improving teaching, thus improving student knowledge and performance. It supplies information and feedback regarding effective practice, offers a pathway for individual professional growth, allows a mechanism to nurture professional growth toward common goals and supports a learning community in which people are encouraged to improve and share insights in the profession.

STATUTORY AUTHORITY FOR PERFORMANCE-BASED EVALUATION: Following is the text of the statute that requires Missouri school districts to implement a performance-based teacher evaluation program. Adopted by the Missouri Legislature in 1983, the law also requires the Missouri Department of Elementary and Secondary Education to "provide suggested procedures for such an evaluation." The first document providing suggested procedures and evaluation was made available to school districts in 1984. This document serves to revise the original document to better fulfill the intent of the existing statute.

Section 168.128. Teacher records, how maintained-evaluations, how performed and maintained.-The board of education of each school district shall maintain records showing periods of service, dates of appointment, and other necessary information for the enforcement of section 168.120 to 168.130. In addition, the board of education of each school district shall cause a comprehensive performance-based evaluation for each teacher employed by the district. Such evaluation shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability. All evaluations shall be maintained in the teacher's personnel file at the office of the board of education. A copy of each evaluation shall be provided to the teacher and appropriate administrator. The State Department of Elementary and Secondary Education shall provide suggested procedures for such an evaluation.
(L. 1969 p.275§168.114, A.L. 1983 H.B. 38 & 783)

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GUIDING PRINCIPLES: The following principles guide the developmental growth of teachers in a collaborative process of reflection:

- The Performance-Based Teacher Evaluation framework includes processes that address professional development and teacher evaluation. Professional development supports the teacher in improving performance on an ongoing basis while the teacher evaluation serves organizational decision-making.
- Proficient or distinguished is the performance standard expected of all teachers. Those who are working below the proficient level of performance on any component as determined by his/her administrator/supervisor should give immediate attention to improving performance to the proficient level.
- Adequate time and opportunity will be provided for teachers to grow professionally through mentoring, peer coaching, working on professional teams, and other self-directed activities.
- Evaluation components address both students and teachers. These components and elements of success have been established to reflect the professional standards, current research, student performance, and assessment. The central focus in developing an evaluation system is to promote student success.
- The process of teacher evaluation and professional growth allows for reflection, collaboration, and professional contributions to the learning community.
- A strong mentoring program, with proper funding and training, will provide the necessary support and feedback for first- and second-year teachers and teachers new to the school community.
- Evaluators will be trained in the skills of analyzing effective teaching, providing reflective conferencing, managing documentation, and facilitating teacher professional development.
- The system will provide for a connection among the evaluation components/elements, student performance, professional development, school building goals, and the district's strategic plan.
- Sufficient orientation will be provided to train teachers in the district's evaluation and professional growth process. Building-level meetings will be held to train teachers properly in the evaluation model.
- All teachers will develop and maintain a document file related to the identified evaluation criteria/descriptors.
- All teachers will have an Individual Professional Development Plan (IPDP). The Individual Professional Development Plan will vary based on the proficiency of the teacher as determined by the administrator/supervisor.
- As teachers develop their IPDPs, close attention should be paid to the requirements for PCI, PCII, and CPC state certification. See the following website for DESE requirements: https://dese.mo.gov/educator-quality/certification
- The St. Louis Public Schools Professional Development Office and building-level professional development will serve as a resource to provide teachers with professional opportunities related to their individual IPDP.

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GLOSSARY

Action Research	A process in which the teacher plans, acts, collects data, and makes a decision based on the collected data regarding professional practice.
Administrator/Supervisor	The person authorized to implement the evaluation process (administrator, department chair, facilitator, coordinator, etc.).
Artifact Data	Documents or tangible items of information related to performance. Artifacts are typically supplied by the teacher but may be collected from other sources and are kept in the document file.
CSIP	Comprehensive School Improvement Plan.
Component	The items used to evaluate the teacher's performance. The components describe the behavior of the students and teacher or the skill of the teacher related to effective performance.
Document file	A teacher's collection of data illustrating performance, development, and involvement in professional activities that reflect criteria/descriptors, building goals, and the district strategic plan.
Drop-In Observations	An unscheduled, informal visit to the classroom by the administrator/supervisor. Data collection is not necessary but may occur as the administrator/supervisor deems appropriate.
Elements of Success	Elements of success are phrases that aid in defining and outlining the expected behavior for a particular component to determine proficiency. These Elements of Success are included in this document and further defined in *The Framework for Teaching* (Danielson, 2022). https://danielsongroup.org/the-framework-for-teaching/#component-2a
Focus Components	Items identified as priorities for teacher performance. All teachers are evaluated with reference to focus components annually.
Individual Professional Development Plan	A plan required by law that is tied to the district and school improvement plan.
Lesson Reflection Sheet	Form which will be completed by the teacher following each formal observation. It may be discussed with the administrator/supervisor at the post-observation conference and used to document criteria/descriptors.
Mentor	The experienced teacher who is assigned to guide and support a first- or second-year teacher in the district.
Observation/Conversation	The Teacher Evaluation Report indicates which performance criteria/descriptors require the data to be gathered through observation or conversation. Conversation may be between the administrator/supervisor and the teacher, students, parents, staff, community, etc.
Peer Coach	A teacher who collaborates with another teacher for mutual support and instructional improvement.
Performance Improvement Plan	A collaborative plan written between observer and teacher that guides the specific needs of that teacher as evidenced by the observations. A plan to formalize and document professional growth for the purpose of attaining proficient and distinguished levels of performance. PIPs will be categorized as enrichment, progressing, or noted for development. If the teacher is not performing at a proficient level or above on all components, the PIP will indicate they are progressing toward proficiency or are noted for development.

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Planned Data	Data regarding a teacher related to a specific component/element of success and collected by the administrator/supervisor.
Post-observation Conference	A conference between the administrator/supervisor and the teacher about data collected during an observation and other data submitted by the teacher. Written feedback will be completed by the administrator/supervisor in the feedback/document section of the Teacher Evaluation Report to share at the conference.
Pre-observation Conference	The interactive meeting between administrator/supervisor and teacher during which the lesson is previewed, and the purpose, time, length, and location of the observation are confirmed. A Pre-observation Form will be completed by the teacher prior to the conference.
Professional Development	Process designed to help teachers improve on an ongoing basis.
Required Components	Components within each Domain of the PBTE that must be evaluated annually. These are components that are designated as priorities by the district.
Scheduled Observation	A planned observation of performance that includes pre-observation discussion, the observation and documentation, and post-observation discussion used to collect data for the teacher evaluation.
Scoring Guide	Descriptions of performance levels which define levels of proficiency.
Summative Evaluation	The section of the Teacher Evaluation Report used to summarize the administrator's /supervisor's rating of performance for each component/element of success at the end of the teacher evaluation cycle. Performance ratings include unsatisfactory, basic, proficient, and distinguished.
Supplemental Feedback Form	A form used when documenting only one or two components.
Teacher	Any classroom personnel who provide instruction.
Teacher Evaluation	The process of collecting data and making professional judgments about the performance and development of teachers and for the purpose of personnel decision-making.
Teacher Evaluation Report	Report used to collect and organize on-going planned and unplanned data, artifacts, reflections, and feedback for the purpose of developing and evaluating teachers. The report has two major sections: Summative Evaluation and Feedback/Documentation.
Unscheduled Observation	An unannounced observation of twenty minutes or more, used to collect data for the teacher evaluation.
Unplanned Data	Unsolicited data regarding a teacher related to a specific component/element of success and collected by the administrator/supervisor.

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Evaluation Timeline

	Probationary						Tenured (Rotation)		
Year	1	2	3	4	5		1	2	3
Formal Evaluation	**YES**	**YES**	**YES**	**YES**	**YES**		*****	*****	**YES**
Scheduled Observation	**1**	**1**	**1**	**1**	**1**				**1**
Unscheduled Observation	**2**	**2**	**2**	**2**	**2**				**1**
Drop-In Observation	**ADMINISTRATOR DISCRETION**						**ADMINISTRATOR DISCRETION**		
IPDP Development	**YES**	**YES**	**YES**	**YES**	**YES**		**YES**	**YES**	**YES**
Document File	**YES**	**YES**	**YES**	**YES**	**YES**		**YES**	**YES**	**YES**
Administrator and Teacher Meet	Administrator meets to discuss management of document file, PIP and PPDP as it relates to performance, school improvement, and strategic plan early in the school year.						Administrator meets to discuss management of document file, PIP and PPDP as it relates to performance, school improvement, and strategic plan early in the school year.		
Administrator Observes Classroom	Administrator observes classroom instruction with pre- and post-observation conferencing as appropriate.						Administrator observes classroom instruction with pre- and post-observation conferencing as appropriate.		
Data Collection	Teacher and administrator collect data throughout the year. Data for evaluation purposes must be available by dates established by administrator.						Teacher implements PIP and PPDP early in the school year; data for evaluation purposes must be available by dates established by administrator.		
Summative Evaluation Report	Administrator holds conference to review data collected and completes summative evaluation by the first Friday in May.						Administrator holds conference to review PIP and PPDP or, if on summative evaluation, all data will be collected and completed. Summative evaluation by the first Friday in May.		

Notes:

- Formal observations may be increased at the request of the teacher or as determined by the administrator.
- Teachers new to a building must be evaluated by the administrator.
- The Summative Evaluation summarizes the administrator's /supervisor's rating of the performance for each component/element of success.
- Teachers have the opportunity to provide a written response to the Summative Evaluation. However, in cases in which disagreement arises, the decision of the administrator/supervisor is final. Written comments can be provided by either party and included with the report. Comments by either party must be shared within five working days of the conference and appended to the original copy of the Teacher Evaluation Report. The teacher, administrator/supervisor, and HR will retain a copy of the report.

***Administrator/supervisor reserves the right for observations as needed.**

- A drop-in observation is an unscheduled, informal visit to the classroom by the administrator/supervisor. Data collection is not necessary but may occur as the administrator/supervisor deems appropriate.
- System Review: The superintendent should initiate a periodic review of the evaluation system to promote the maintenance of an effective, fair, and efficient system that is comprehensive and performance-based. The Performance-based Teacher Evaluation Committee will conduct an initial review after the first year of implementation.

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TEACHER EVALUATION COMPONENTS WITH ELEMENTS OF SUCCESS

DOMAIN 1: PLANNING AND PREPARATION	DOMAIN 2: LEARNING ENVIRONMENTS	DOMAIN 3: LEARNING EXPERIENCES	DOMAIN 4: PRINCIPLED TEACHING
1A: Applying Knowledge of Content and Pedagogy 1. Disciplinary Expertise 2. Pedagogical Content Knowledge 3. Knowledge of Interdisciplinary Relationships and Skills	**2A: Cultivating Respectful and Affirming Environments** ➢ Positive Relationships ➢ Sense of Belonging ➢ Cultural Responsiveness ➢ Positive Conflict Resolution	**3A: Communicating About Purpose and Content** 1. Purpose for Learning and Criteria for Success 2. Specific Expectations 3. Explanations of Content 4. Use of Academic Language	**4A: Engaging in Reflective Practice** ➢ Self-Assessment of Teaching ➢ Analysis and Discovery ➢ Application and Continuous Improvement
1B: Knowing and Valuing Students 1. Respect for Students' Identities 2. Understanding of Students' Current Knowledge and Skills 3. Knowledge of Whole Child Development 4. Knowledge of the Learning Process and Learning Differences	**2B: Fostering a Culture for Learning** 1. Purpose and Motivation 2. Dispositions for Learning 3. Student Agency and Pride in Work 4. Support and Perseverance	**3B: Using Questioning and Discussion Techniques** 1. Critical Thinking and Deeper Learning 2. Reasoning and Reflection 3. Student Participation	**4B: Documenting Student Progress** ➢ Student Progress Toward Mastery ➢ Shared Ownership ➢ Maintaining Reliable Records
1C: Setting Instructional Outcomes ➢ Value and Relevance ➢ Alignment to Grade-Level Standards ➢ Clarity of Purpose ➢ Integration of Multiple Aspects of Student Development	**2C: Maintaining Purposeful Environments** ➢ Productive Collaboration ➢ Student Autonomy and Responsibility ➢ Equitable Access to Resources and Supports ➢ Non-Instructional Tasks	**3C: Engaging Students in Learning** 1. Rich Learning Experiences 2. Collaboration and Teamwork 3. Use of Instructional Materials and Resources 4. Opportunities for Thinking and Reflection	**4C: Engaging Families and Communities** ➢ Respect and Cultural Competence ➢ Community Values ➢ Instructional Program ➢ Engagement in Learning Experiences
1D: Using Resources Effectively ➢ Instructional Materials ➢ Technology and Digital Resources ➢ Supports for Students	**2D: Supporting Positive Student Behavior** 1. Expectations for the Learning Community 2. Modeling and Teaching Habits of Character 3. Self-Monitoring and Collective Responsibility	**3D: Using Assessment for Learning** ➢ Clear Standards for Success ➢ Monitoring Student Understanding ➢ Timely, Constructive Feedback	**4D: Contributing to School Community and Culture** ➢ Relational Trust and Collaborative Spirit ➢ Culture of Inquiry and Innovation ➢ Service to the School
1E: Planning Coherent Instruction 1. Tasks and Activities 2. Flexible Learning 3. Student Collaboration 4. Structure and Flow	**2E: Organizing Spaces for Learning** ➢ Safety and Accessibility ➢ Design for Learning and Development ➢ Co-Creation and Shared Ownership	**3E: Responding Flexibly to Student Needs** 1. Evidence-Based Adjustments 2. Receptiveness and Responsiveness 3. Determination and Persistence	**4E: Growing and Developing Professionally** ➢ Curiosity and Autonomy ➢ Developing Cultural Competence ➢ Enhancing Knowledge and Skills ➢ Seeking and Acting on Feedback
1F: Designing and Analyzing Assessments ➢ Congruence with Instructional Outcomes ➢ Criteria and Standards ➢ Planning Formative Assessments ➢ Analysis and Application			**4F: Acting in Service of Students** 1. Acting with Care, Honesty, and Integrity 2. Ethical Decision-Making 3. Advocacy

DOMAIN 5: STUDENT GROWTH

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Pre-Observation Form

The Pre-observation Form is to be completed by the teacher and given to the administrator/supervisor at/or before a pre-observation conference. This form is used by the administrator/supervisor to gain insight into the teacher's reflective understanding regarding lesson planning and may be used to document criteria/descriptors.

Teacher _____ School _____

Grade/Subject _____ Date _____

1. What do you expect the students to be able to know or do at the end of this lesson? What connections will you make to students' other learning?	2. Briefly describe the lesson and the repertoire of strategies to be used with students and to personalize learning.
3. How does this relate to the district's curriculum guide? What prerequisite knowledge has been assumed or provided?	4. How will students be assessed? How will assessment criteria and exemplars be communicated to students?
5. What, in particular, do you want observed? Are there any special circumstances of which to be aware?	

NOTES:

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Domain 1: Planning and Preparation

Component 1A: Applying Knowledge of Content and Pedagogy

Unsatisfactory	Basic	Proficient	Distinguished
The teacher lacks sufficient knowledge of content and pedagogy to support student learning of the content.	The teachers' understanding of content and pedagogy partially supports student learning of the content.	The teachers' understanding of content and pedagogy supports student learning of the content.	The teachers' understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection.

Elements of Success	Unsatisfactory	Basic	Proficient	Distinguished
#1 Disciplinary Expertise	Planning and preparation include content errors or demonstrate a lack of understanding of the content.	Planning and preparation indicate partial understanding of the central concepts of the discipline and their relationship to one another.	Planning and preparation reflect solid understanding of content and the structure of the discipline being taught.	Planning and preparation reflect extensive knowledge of important concepts and how they relate to one another, as well as recent developments in the discipline.
#2 Pedagogical Content Knowledge	Lesson and unit plans lack consideration for prerequisite knowledge and possible student misconceptions.	Lesson and unit plans include Instructional strategies and representations of content that are partially suitable and show some consideration for prerequisite knowledge important to student learning of the content.	Lesson and unit plans include a variety of strategies and representations of content appropriate to the discipline, use a range of pedagogical approaches, and demonstrate understanding of prerequisite relationships among topics and concepts.	In lessons and units planned or adapted, instructional strategies and representations of content are chosen wisely and explicitly for their suitability to the content and their ability to foster high-levels of intellectual engagement, skill development, and critical thinking.
#3 Knowledge of Interdisciplinary Relationships and Skills	No interdisciplinary relationships are identified in plans or preparations.	Plans and preparation cite some relevant connections to concepts in other disciplines and to skills that transfer across disciplines.	Plans and preparation demonstrate knowledge of interdisciplinary relationships and skills and their real-world application.	Lessons and units planned or adapted focus on connecting concepts to other disciplines, prioritizing skills that transfer across disciplines and emphasizing real-world applications of these concepts and skills.

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Component 1B: Knowing and Valuing Students			
Unsatisfactory	Basic	Proficient	Distinguished
The teacher lacks sufficient knowledge of students to support student learning or development.	The teacher's knowledge of students' identities, as well as their strengths and needs partially supports learning and development.	The teacher's knowledge of students supports learning and development, and enables the teacher to build upon student assets.	The teacher's knowledge of students is extensive and fosters student learning and development to support academic and personal success.

Elements of Success	Unsatisfactory	Basic	Proficient	Distinguished
#1 Respect for Students' Identities	The teacher is not aware of or pays little attention to students' race, culture, or identity.	The teacher applies knowledge of students' race, culture, and identities to planning and preparation with limited success.	The teacher successfully incorporates knowledge of students' race, culture, and identities into planning and preparation.	The teacher recognizes and appreciates students' race, culture, and unique identities, designing culturally responsive and affirming learning experiences with them in mind.
#2 Understanding of Students' Current Knowledge and Skills	The teacher does not try to ascertain information about students' varied prior knowledge, skills, or mindsets.	The teacher's understanding of students' varied knowledge and skill levels, as well as mindsets related to learning, is applied with limited success.	The teacher's understanding of students' levels of knowledge and skill, as well as their mindsets about learning, is applied successfully in planning and preparation.	The teacher's deep understanding of each student's knowledge, skills, and mindsets ensures that students receive appropriate scaffolds when necessary, meet rigorous outcomes, and are challenged to do their best work.
#3 Knowledge of Whole Child Development	The teacher does not attend to or have understanding of students' cognitive, social, emotional, and character development.	The teacher's understanding of students' cognitive, social, emotional, and character development is addressed in planning and preparation with little success.	The teacher's understanding of students' cognitive, social, emotional, and character development is successfully incorporated into planning and preparation.	The teacher deeply understands and integrates students' cognitive, social, emotional, and character development to model and teach habits and mindsets that promote student assumption of responsibility.
#4 Knowledge of the Learning Process and Learning Differences	The teacher displays insufficient understanding of how students learn and develop in general or of individual differences for students in the class.	The teacher has limited understanding of the learning process and of individual learning differences.	The teacher's accurate understanding of how students learn and learn differently is evident in planning and preparation.	In lessons planned or adapted, the teacher uses extensive knowledge of the learning process and learning differences to design experiences that are engaging and successful.

Component 1C: Setting Instructional Outcomes			
Unsatisfactory	Basic	Proficient	Distinguished
Instructional outcomes are not identified, are not rigorous, or are inappropriate.	Instructional outcomes are moderately rigorous and are appropriate for most students in the class.	Instructional outcomes are rigorous and appropriate for students.	Instructional outcomes represent high-level learning of important content and support student autonomy, curiosity, and intellectual risk-taking.
Component 1D: Using Resources Effectively			
Unsatisfactory	Basic	Proficient	Distinguished
The teacher is not aware of or does not appropriately or effectively use Instructional materials and other resources to support student learning and development.	The teacher understands and uses instructional materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available.	The teacher's knowledge of instructional materials and other resources leads to discerning choices to support learning and development.	The teacher makes deliberate decisions in the use of instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement.

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Component 1E: Planning Coherent Instruction			
Unsatisfactory	Basic	Proficient	Distinguished
The design of learning experiences does not support student engagement with important content.	Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes.	Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class.	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and support student assumption of responsibility for learning.

Elements of Success	Unsatisfactory	Basic	Proficient	Distinguished
#1 Tasks and Activities	Tasks and activities are uninteresting to students, do not challenge them, and/or do not align to instructional outcomes.	Tasks and activities are partially aligned to the instructional outcomes and represent a modest level of intellectual challenge.	Tasks and activities are aligned with learning outcomes and provide opportunities for higher-level thinking.	Tasks and activities encourage student agency and create authentic opportunities to engage with meaningful content.
#2 Flexible Learning	There is only a single approach or activity planned for students to learn the content.	There are multiple ways for students to learn the content and a variety of strategies are used with some success during the lesson.	Multiple strategies and approaches are tailored to the needs of various students to accelerate and support their success.	Lessons provide opportunities for students to engage beyond the content of the lesson; and, when appropriate, the teacher works with students to co-design learning experiences.
#3 Student Collaboration	Student groupings are not used or do not support learning.	Students are in groups that are only partially appropriate to the learning activities or goals.	Instructional groups are organized thoughtfully to maximize learning and build on students' strengths.	Collaboration through teacher-designed and student-chosen instructional groups is an essential component of learning and development.
#4 Structure and Flow	Plans for learning are not well structured or sequenced.	Plans for learning are partially well-structured but may not be realistic about time expectations.	Plans for learning are well structured and have a flow that allows for student learning and reflection.	Plans for learning are well structured and have a flow that supports student autonomy in the learning process.

Component 1F: Designing and Analyzing Assessments			
Unsatisfactory	Basic	Proficient	Distinguished
There is no plan for assessment or the assessments will not provide evidence that students have learned the intended outcomes.	Assessments will partially help the teacher determine whether students have learned or are learning the intended outcomes.	Assessments are planned throughout the instructional process and provide timely and valuable information to teachers and feedback to students.	Students will have the opportunity to demonstrate mastery of content and analyze their own progress through multiple, flexible assessments.

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Domain 2: Learning Environments

Component 2A: Cultivating Respectful and Affirming Environments

Unsatisfactory	Basic	Proficient	Distinguished
Students do not feel safe and valued; learning Environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	Learning environments are partially characterized by caring and respectful interactions.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.

Component 2B: Fostering a Culture of Learning

Unsatisfactory	Basic	Proficient	Distinguished
The culture of the class is not conducive to learning and does not support development.	The culture of the class is somewhat conducive to learning and development.	The culture of the class is characterized by high expectations and supports students' learning and development.	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success.

Elements of Success	Unsatisfactory	Basic	Proficient	Distinguished
#1 Purpose and Motivation	The teacher does not convey to students the importance of learning and the feeling of success that comes with it.	The teacher communicates the importance of content, the ultimate purpose of learning, and the value of personal growth with some success.	The teacher and students demonstrate a belief in the importance of learning and personal growth that motivates them to succeed and flourish.	The teacher and students display dedication to learning the content and a sense of purpose for their learning; the teacher and students value both content mastery and personal growth.
#2 Dispositions for Learning	The teacher ignores or discourages student curiosity and does not ask students to think critically or to reason and reflect.	The teacher occasionally encourages student curiosity, critical thinking, reasoning, and reflection.	The teacher encourages and intentionally develops student curiosity, critical thinking, reasoning, and reflection.	Student curiosity, critical thinking, reasoning, and reflection are clearly evident in the classroom and have a direct effect on instruction, student learning, and development.
#3 Student Agency and Pride in Work	Students have little or no agency in learning experiences or classroom life.	Students are given some opportunities to exercise agency, though they may not be taken up or may be infrequent.	Students have multiple opportunities to exercise agency, and autonomy is intentionally developed and celebrated.	Students clearly exercise autonomy in their learning and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.
#4 Support and Perseverance	The teacher conveys that the work is too challenging for all or some of the students or that they lack the perseverance to succeed; students are allowed or expected to quit.	The teacher encourages confidence, resilience, persistence, and teamwork, promoting a conviction that with hard work and perseverance all students can master the content.	The teacher intentionally develops and celebrates confidence, resilience, persistence, and teamwork that support student perseverance.	Students encourage one another to persevere and use strategies to support each other through challenging work.

Component 2C: Maintaining Purposeful Environments

Unsatisfactory	Basic	Proficient	Distinguished
Student learning and development are hindered by a lack of routines or inefficient classroom procedures.	Classroom routines and procedures, established or managed primarily by the teacher, support opportunities for student learning and development.	Shared routines and efficient procedures are largely student directed and maximize opportunities for student learning and development.	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community member.

Component 2D: Supporting Positive Student Behavior			
Unsatisfactory	Basic	Proficient	Distinguished
There is little evidence of explicit modeling, instruction, or guidance related to positive student behavior.	Positive behavior is modeled by the teacher and occasionally taught explicitly.	Students display positive behaviors, which are modeled by teachers and reinforced to promote reflection and recalibration rather than compliance.	Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community.

Elements of Success	Unsatisfactory	Basic	Proficient	Distinguished
#1 Expectations for the Learning Community	The teacher does not communicate expectations or address negative behavior.	The teacher establishes expectations to promote positive behavior but with uneven success	The teacher and students have successfully established and agreed upon expectations.	Students play an active role in establishing and maintaining expectations, with regular opportunities for critical reflection both individually and as a group.
#2 Modeling and Teaching Habits of Character	The teacher does not explicitly model or teach habits of character.	The teacher models and teaches habits of character but with uneven success.	The teacher models, explicitly teaches, and reinforces habits of character to promote learning, ethical behavior, and citizenship.	Students take initiative in explicitly discussing and reinforcing habits of character that contribute to a safe and productive learning environment.
#3 Self-Monitoring and Collective Responsibility	Students take no responsibility for their own behavior and do not display awareness of their impact on others.	The teacher encourages students to monitor their own and one another's behavior and emphasizes collective responsibility but with uneven success.	Students successfully monitor their own behavior and attend to their impact on other students.	Students successfully monitor their own behavior and appropriately support one another in demonstrating positive behavior.

Component 2E: Organizing Spaces for Learning			
Unsatisfactory	Basic	Proficient	Distinguished
Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development.	Learning spaces are safe and accessible; the arrangement and use of resources partially supports student learning and development.	Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences.	Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow.

Domain 3: Learning Experiences

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Component 3A: Communicating About Purpose and Content			
Unsatisfactory	Basic	Proficient	Distinguished
Communication about purpose and content is unclear or confusing and hinders student learning.	Communication about purpose and content is mostly clear and accurate; it partially supports learning.	Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences and models effective use of language.	Communication about purpose and content is rich, nuanced, and relevant to students inviting them to think critically and contribute intellectually; it encourages curiosity and supports student autonomy.

Elements of Success	Unsatisfactory	Basic	Proficient	Distinguished
#1 Purpose for Learning and Criteria for Success	The teacher does not convey to students what they will be learning.	The teacher partially explains the purpose of learning but with little elaboration or specificity.	The teacher clearly explains what students will be learning and why, how it is situated within broader purposes, how they will learn it, and what success will look like.	Students are able to explain the purpose and value of what they are learning and connect it to broader purposes, both within the curriculum and their own lives.
#2 Specific Expectations	The teacher's unclear or incomplete explanation of the learning activities hinders student engagement.	Expectations for the learning activities are somewhat clear to students.	The teacher clearly explains and models, if appropriate, the learning activities, consistently supporting and reinforcing student engagement.	The teacher and students anticipate and address possible challenges within the learning activities; students use or suggest other strategies, approaches, or processes for learning.
#3 Explanations of Content	The teacher makes significant content errors or fails to provide clear explanations, affecting student understanding of the content.	The teacher makes minor content errors or provides explanations of the content that are somewhat confusing and that only invite minimal participation or engagement by students.	The teacher's explanations of content are accurate, appropriately scaffolded, and relevant to the experiences of students; content is explained in multiple, engaging ways to support conceptual understanding.	Students discuss and explain content clearly and precisely; their communication about content and its application demonstrate critical thinking, curiosity, and understanding of its purpose and relevance.
#4 Use of Academic Language	The teacher's communications include incorrect or imprecise use of academic language.	The teacher's use of academic language is generally correct but may need further explanation or be too simplistic to support student learning.	The teacher's content-specific language and vocabulary are accurate, academically rigorous, and well-suited to students and lessons, providing a model to support student development.	Rich and rigorous language and vocabulary are consistently and effectively used by the teacher and students.

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Component 3B: Using Questioning and Discussion Techniques			
Unsatisfactory	Basic	Proficient	Distinguished
Questioning and discussion are absent or do not support learning and development	Questioning and discussion, primarily framed and led by the teacher, are used to support student learning and development.	Questioning and discussion, framed or led by the teacher and students, effectively support critical thinking, reasoning, and reflection.	Students intentionally use questioning and discussion to develop their own and others' thinking, reasoning skills, and habits of reflection.

Elements of Success	Unsatisfactory	Basic	Proficient	Distinguished
#1 Critical Thinking and Deeper Learning	Questioning and discussion do not invite student thinking, are of little cognitive challenge, and often have a single correct response.	The teacher frames questions to promote critical thinking and deeper understanding but with uneven success.	Open-ended and higher-level questions and genuine discussions allow students to think critically and offer multiple perspectives, challenging them to deepen understanding.	Students initiate higher-order questions and extend discussions with confidence, applying and developing critical thinking, curiosity, and deeper understanding.
#2 Reasoning and Reflection	Questioning and discussion do not invite or require students to explain their thinking.	Questioning and discussion invite students to explain their thinking and reflect on their learning, but students are only somewhat successful at doing so.	Through questioning and discussion, students have the opportunity to reason, reflect on learning, and justify their thinking, and successfully do so.	Students use questions and discussions to challenge one another's thinking with respect and humility, successfully justify their reasoning, and collaboratively generate new ideas and lines of inquiry.
#3 Student Participation	Questions and discussions are between teacher and select students; students do not engage in dialogue with one another or ask each other questions.	The teacher calls on many students or invites them to respond directly to one another, but only some students answer or participate in the discussion.	The teacher successfully engages students in discussion; students actively participate and ask questions of one another.	Students formulate questions, initiate discussion, and assume responsibility for ensuring that all voices are heard.

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Component 3C: Engaging Students in Learning			
Unsatisfactory	Basic	Proficient	Distinguished
Learning experiences do not require active intellectual engagement by students.	Learning experiences partially engage students intellectually; the activities require students to do some thinking.	Learning experiences support curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple means.	Students take initiative to increase the challenge or complexity of learning experiences and make suggestions for modifications that increase meaning and relevance.

Elements of Success	Unsatisfactory	Basic	Proficient	Distinguished
#1 Rich Learning Experiences	Tasks are inappropriate for students in the class, many students are not engaged in them, or they may only require recall or use a single approach.	Students are partially engaged in tasks that require thinking as opposed to only recall; some tasks have multiple correct responses or approaches.	All students engage in activities that support agency and require critical thinking; tasks require high levels of intellectual engagement and students explain their thinking.	Through choices provided by the teacher or their own initiative, students modify learning tasks to make them more meaningful or challenging.
#2 Collaboration and Teamwork	Students do not collaborate, they do not engage with one another effectively, and/or instructional groupings are inappropriate for the task.	Students collaborate during the lesson in ways that are mostly suitable to the activities and outcomes and partially support learning for each student; they work well together during group activities.	Student collaboration is a key component of learning and engagement in the class, instructional groupings are strategically arranged to support learning and engagement, and effective teamwork is explicitly taught and celebrated.	Students take initiative to collaborate in new or unplanned ways that further their learning; they actively serve as resources for one another and focus on making their learning more engaging and meaningful.
#3 Use of Instructional Materials and Resources	Instructional materials and resources are not used correctly or effectively by the students, are not supportive of their learning, and/or are not equitably available.	Instructional materials and resources are used by the students with some success to support learning, and students have equitable access to them.	Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content; they are varied and used to support equitable access to the content.	Students take initiative in using instructional materials and resources by adapting them appropriately for their own needs; they suggest modifications or additions to make them more relevant or challenging.
#4 Opportunities for Thinking and Reflection	The pace of the lesson is too slow or is rushed, or opportunities for thought and reflection are poorly implemented; students do not have time to reflect or consolidate understanding.	The pacing of the lesson provides opportunities for some thought and reflection, allowing students to engage and develop understanding.	The pacing of the lesson supports high levels of intellectual engagement and deeper learning; students have multiple and effective opportunities to think, reflect, and consolidate understanding.	Through opportunities provided by the teacher or their own initiative, students demonstrate autonomy and effective use of strategies for reflection; they are able to identify and advocate for their own need to engage in further processing or reflection in order to consolidate understanding and solidify new learning.

Component 3D: Using Assessment for Learning			
Unsatisfactory	Basic	Proficient	Distinguished
Formative assessment is not used during instruction or is not aligned to the instructional purpose of the lesson.	Formative assessment partially supports student learning and development.	The teacher and students use formative assessments to elicit evidence of understanding, analyze progress, and provide constructive feedback.	Students take initiative to analyze their own progress against a clear standard in order to achieve the outcome and identify new opportunities and challenges.

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Component 3E: Responding Flexibly to Student Needs			
Unsatisfactory	Basic	Proficient	Distinguished
The teacher makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs.	The teacher makes some adjustments to learning experiences and is responsive to student needs with partial success.	The teacher's adjustments and responsiveness lead to deeper understanding for students and/or new learning experiences.	Based on self-monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modifications or spark new learning opportunities.

Elements of Success	Unsatisfactory	Basic	Proficient	Distinguished
#30 Evidence-Based Adjustments	The teacher does not recognize, or ignores, evidence of low engagement or lack of student understanding.	The teacher attempts to adjust learning experiences based on evidence but is only partially successful.	The teacher effectively adjusts learning experiences based on real-time evidence and students' individual and specific needs.	Students voice their needs and assume responsibility for their own learning by making necessary adjustments to the learning experiences with the support and encouragement of the teacher.
#31 Receptiveness and Responsiveness	The teacher brushes aside or does not fully address students' questions or difficulties.	The teacher attempts to incorporate students' questions and respond to their interests but only minimally or with limited success.	The teacher incorporates students' interests and questions into learning experiences to deepen understanding and encourage curiosity and autonomy.	Students identify new learning opportunities and take the initiative to pursue them on their own, with their peers, or with the support of the teacher or others in the school and beyond.
#32 Determination and Persistence	The teacher does not convey a level of responsibility for student learning and success or is uncertain about how to assist students.	The teacher conveys responsibility and commitment to efficacy but lacks certainty or is only partially successful in responding to student difficulties.	Drawing on a broad repertoire of strategies, the teacher persists in seeking alternative approaches and pathways when students experience difficulty.	Students demonstrate determination and persistence when they experience difficulties; they seek and receive effective support from the teacher and others.

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Domain 4: Principled Teaching

Component 4A: Engaging in Reflective Practice

Unsatisfactory	Basic	Proficient	Distinguished
The teacher does not appear to engage in reflective practice, does not know whether students achieved the outcomes, or misjudges the success of instruction.	The teacher's reflective practice leads to some accurate assessment of student success of instruction but does not follow through with analysis and changes to practice.	The teacher's reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the success of instruction and results in specific changes and adjustments.	The teacher consistently engages in reflective practice that leads to a thorough and accurate assessment of the success of instruction, exploration of new ideas and approaches, and ongoing changes to practices and mindsets focused on supporting students who need it most.

Component 4B: Documenting Student Progress

Unsatisfactory	Basic	Proficient	Distinguished
There is no system for documenting student progress, the system is ineffective and inefficient, or it does not provide relevant information to students and those who support them.	The teacher documents some aspects of student progress in a manner that is accessible to students and those who support them.	The teacher documents and celebrates student progress toward mastery, focusing on The attainment of learning and developmental goals; students and those who support them engage in reflection on their progress.	Students monitor progress toward mastery and their own attainment of learning and development goals; they analyze and discuss their progress with the teacher and those who support them.

Component 4C: Engaging Families and Communities

Unsatisfactory	Basic	Proficient	Distinguished
The teacher does not engage students' families or the community, engages them infrequently or does so disrespectfully.	The teacher makes some efforts to engage families and communities and does so in a respectful manner.	The teacher engages students' families and communities in a respectful and culturally responsive manner, making information readily available and inviting participation in the intellectual life of the classroom.	The teacher's frequent and ongoing engagement of families and communities demonstrates a clear value for the role they play in student learning and is focused on forging partnerships that further the academic and personal success of each and every student.

Component 4D: Contributing to School Community and Culture

Unsatisfactory	Basic	Proficient	Distinguished
The teacher is not an active member of the school community or contributes negatively to the culture of learning and values of the school.	The teacher makes modest contributions to the school culture, supporting professional learning and upholding the values of the school.	The teacher takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and bring the values of the school to life through modeling and positive action.	The teacher takes a leadership role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families.

Component 4E: Growing and Developing Professionally

Unsatisfactory	Basic	Proficient	Distinguished
The teacher does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly.	The teacher engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is often determined or directed by others.	The teacher directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets.	The teacher appropriately exercises autonomy to direct professional learning for themselves and their colleagues, taking a leadership role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation.

Component 4F: Acting in Service of Students				
Unsatisfactory	Basic	Proficient	Distinguished	
The teacher acts unethically and does not understand the needs of students or make decisions in their best interest.	The teacher acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues.	The teacher models high standards of ethical practice and wise decision making on behalf of students, families, and colleagues.	The teacher is a leader in the school in defining and upholding high standards of ethical practice and modeling wise decision-making that honors the inherent worth and dignity of each and every student and prioritizes their needs.	
	Unsatisfactory	Basic	Proficient	Distinguished
Elements of Success				
#33 Acting with Care, Honesty, and Integrity	The teacher's actions are uncaring or dishonest.	The teacher acts honestly and with care and integrity.	The teacher is known for and looked to as a model of care, honesty, and integrity.	The teacher is a leader in the school in modeling and upholding care, honesty, and integrity, and encourages students and teachers to seek opportunities to develop these qualities.
#34 Ethical Decision-Making	The teacher makes unwise, rushed, or heated decisions or makes decisions that are self-serving.	The teacher seeks to make wise, discerning decisions in the best interest of students and engages other stakeholders in these decisions whenever possible or practical.	The teacher makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide.	The teacher is a leader in the school in modeling and upholding wise decision making that is in the best interest of students, families, and colleagues, and supports students and colleagues to develop their capacity to be more discerning.
#35 Advocacy	The teacher fails to act on behalf of students when deliberate action is warranted.	The teacher addresses the needs of students through their actions but may do so inconsistently or with partial success.	The teacher is an advocate for all students in and beyond the classroom, taking deliberate action on their behalf that aligns with the school's and community's values, even when it may not be popular.	The teacher serves as a model of advocacy for students and acts as a leader in the school, identifying and working to change policies and practices that do not align with community values or may cause harm to students.

Domain 5: Student Growth

Unsatisfactory	Basic	Proficient	Distinguished
Measures of growth in student learning (academic achievement across two points in time) on assessments show little/no improvement.	Measures of growth in student learning (academic achievement across two points in time) on assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on assessments show great improvement.

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Lesson Reflection Sheet

The Lesson Reflection Sheet will be completed by the teacher following each formal observation and taken to the post-observation conference. This form may be used by the administrator/supervisor to discuss and document domains/components/elements of success.

Teacher _____ **School** _____

Grade/Subject _____ **Date** _____

Teacher Signature _____ **Administrator Signature** _____

1. Did the lesson establish a climate that encouraged the students to be productively engaged in the work? How do I know?	2. Did the goal/objective of the lesson allow for students to engage in activities and learning situations that were consistent with the district's curriculum?
3. How did I ensure that all students participated in the activities/discussion?	4. What feedback did I receive from students indicating they achieved understanding and that the goals/objectives were met for this lesson?
5. Did I adjust my goals or my strategies as I taught the lesson? What would I do differently next time? Why?	6. If I could share one thing from this lesson with a colleague, what would it be?

NOTES:

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Supplemental Feedback Form
(Short Form)

☐Scheduled Observation ☐Unscheduled Observation ☐Artifact Data ☐Unplanned Data ☐Drop-In Observation

Teacher _____ Employee ID _____ School _____

Grade/Subject _____ Date _____ Time _____

Administrator/Supervisor _____

Component/Element: _____

_____

Data: _____

_____

Component/Element: _____

_____

Data: _____

Teacher's Comments: _____

Administrator's/Supervisor's Comments: _____

_____ _____ _____ _____

Teacher's Signature Date Administrator's/Supervisor's Signature Date

Signatures indicate that the above has been reviewed and discussed. Copies must be submitted to teacher and administrator/supervisor.

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Performance Improvement Plan

Employee ID _____

Teacher _____ Tenured ☐ Probationary ☐

School _____ Grade/Subject _____

Administrator/Supervisor _____ Date _____

Type of Plan: ☐ Enrichment ☐ Progressing Toward Proficiency ☐ Noted for Development

Objectives (Applicable descriptors and expected level of performance):

Area of Development	Strategy/Activity	Expected Outcome to Inform/Change Teaching Practice	Resources Needed	Beginning Date	Ending Date

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Performance Improvement Plan

Note the teacher and administrator/supervisor responsibilities and/or strategies for achieving objectives:

Teacher will: _____

_____

_____

Administrator will: _____

_____

_____

Tangible evidence of progress toward outcome(s): _____

_____

_____

Teacher's Comments:	Administrator's/Supervisor's Comments:

_____

Teacher's Signature Date Administrator's/Supervisor's Signature Date

Plan developed: _____ Completed: _____ Revised: _____ Continued: _____ Reviewed: _____

_____

Teacher's Signature Date Administrator's/Supervisor's Signature Date

Signatures indicate that the above has been reviewed and discussed. Copies must be submitted to teacher and administrator/supervisor.

St. Louis Public Schools Performance Based Teacher Evaluation (PBTE)
TEACHER EVALUATION REPORT

Teacher _____ School/Location: _____

Employee ID: _____ Years of Service: _____ Date: _____

Grade Level/Content Area: _____

Administrator/Supervisor: _____

Dates of Observations: _____ _____ _____ _____

COMPONENTS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1A: Applying Knowledge of Content and Pedagogy	☐	☐	☐	☐
1B: Knowing and Valuing Students	☐	☐	☐	☐
1C: Setting Instructional Outcomes	☐	☐	☐	☐
1D: Using Resources Effectively	☐	☐	☐	☐
1E: Planning Coherent Instruction	☐	☐	☐	☐
1F: Designing and Analyzing Assessments	☐	☐	☐	☐
2A: Cultivating Respectful and Affirming Environments	☐	☐	☐	☐
2B: Fostering a Culture of Learning	☐	☐	☐	☐
2C: Maintaining Purposeful Environments	☐	☐	☐	☐
2D: Supporting Positive Student Behavior	☐	☐	☐	☐
2E: Organizing Spaces for Learning	☐	☐	☐	☐
3A: Communicating About Purpose and Content	☐	☐	☐	☐
3B: Using Questioning and Discussion Techniques	☐	☐	☐	☐
3C: Engaging Students in Learning	☐	☐	☐	☐
3D: Using Assessment for Learning	☐	☐	☐	☐
3E: Responding Flexibly to Student Needs	☐	☐	☐	☐
4A: Engaging in Reflective Practice	☐	☐	☐	☐
4B: Documenting Student Progress	☐	☐	☐	☐
4C: Engaging Families and Communities	☐	☐	☐	☐
4D: Contributing to School Community and Culture	☐	☐	☐	☐
4E: Growing and Developing Professionally	☐	☐	☐	☐
4F: Acting in Service of Students	☐	☐	☐	☐
5: Student Growth	☐	☐	☐	☐
Overall Rating	☐	☐	☐	☐

UNSATISFACTORY: The teacher does not yet appear to understand the concepts underlying the component.
BASIC: The teacher appears to understand the concepts underlying the component and attempts to implement its elements.
PROFICIENT: The teacher clearly understands the concepts underlying the component and implements it well.
DISTINGUISHED: The teacher at this level is a master teacher and makes contributions to the field, both in and outside their class. Their classrooms operate at a qualitatively different level, consisting of a community of learners, with students highly motivated and engaged, as well as assuming a major responsibility for their own learning.

Performance Improvement Plan (collaboratively developed between the teacher and administrator/supervisor):
A PIP with the following descriptors has been the impetus for growth and development:

Area of Development	Achieved	Revised	Continued	Did Not Achieve
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

Optional comments by evaluator and/or teacher. Should additional comments become necessary, please attach to this form provided the evaluator and teacher have initialed all additional pages.

This evaluation has been discussed with me: (☐) yes (☐) no

The teacher may submit a written response within ten (10) days to be sent to Human Resources for inclusion in the teacher's personnel file with a copy to the evaluator.

DATE	EVALUATOR	DATE	EMPLOYEE

ADMINISTRATOR AT LOCATION

Distribution: Personnel File
Principal
Employee

COMMENTS:

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APPENDIX: TEACHER EVALUATION COMPONENTS WITH ELEMENTS OF SUCCESS

Elements of success are phrases that aid in defining and outlining the expected behavior for a particular component to determine proficiency. These Elements of Success are provided for each component below and further defined in *The Framework for Teaching* (Danielson, 2022). Teachers and leaders should use the language of the Elements of Success to establish what proficiency looks like for the component.

Domain 1: Planning and Preparation

Component 1A: Applying Knowledge of Content and Pedagogy

		Unsatisfactory	Basic	Proficient	Distinguished
Elements of Success	**Disciplinary Expertise**	Planning and preparation include content errors or demonstrate a lack of understanding of the content.	Planning and preparation indicate partial understanding of the central concepts of the discipline and their relationship to one another.	Planning and preparation reflect solid understanding of content and the structure of the discipline being taught.	Planning and preparation reflect extensive knowledge of important concepts and how they relate to one another, as well as recent developments in the discipline.
	Pedagogical Content Knowledge	Lesson and unit plans lack consideration for prerequisite knowledge and possible student misconceptions.	Lesson and unit plans include Instructional strategies and representations of content that are partially suitable and show some consideration for prerequisite knowledge important to student learning of the content.	Lesson and unit plans include a variety of strategies and representations of content appropriate to the discipline, use a range of pedagogical approaches, and demonstrate understanding of prerequisite relationships among topics and concepts.	In lessons and units planned or adapted, instructional strategies and representations of content are chosen wisely and explicitly for their suitability to the content and their ability to foster high-levels of intellectual engagement, skill development, and critical thinking.
	Knowledge of Interdisciplinary Relationships and Skills	No interdisciplinary relationships are identified in plans or preparations.	Plans and preparation cite some relevant connections to concepts in other disciplines and to skills that transfer across disciplines.	Plans and preparation demonstrate knowledge of interdisciplinary relationships and skills and their real-world application.	Lessons and units planned or adapted focus on connecting concepts to other disciplines, prioritizing skills that transfer across disciplines and emphasizing real-world applications of these concepts and skills.

Component 1B: Knowing and Valuing Students

		Unsatisfactory	Basic	Proficient	Distinguished
Elements of Success	**Respect for Students' Identities**	The teacher is not aware of or pays little attention to students' race, culture, or identity.	The teacher applies knowledge of students' race, culture, and identities to planning and preparation with limited success.	The teacher successfully incorporates knowledge of students' race, culture, and identities into planning and preparation.	The teacher recognizes and appreciates students' race, culture, and unique identities, designing culturally responsive and affirming learning experiences with them in mind.
	Understanding of Students' Current Knowledge and Skills	The teacher does not try to ascertain information about students' varied prior knowledge, skills, or mindsets.	The teacher's understanding of students' varied knowledge and skill levels, as well as mindsets related to learning, is applied with limited success.	The teacher's understanding of students' levels of knowledge and skill, as well as their mindsets about learning, is applied successfully in planning and preparation.	The teacher's deep understanding of each student's knowledge, skills, and mindsets ensures that students receive appropriate scaffolds when necessary, meet rigorous outcomes, and are challenged to do their best work.
	Knowledge of Whole Child Development	The teacher does not attend to or have understanding of students' cognitive, social, emotional, and character development.	The teacher's understanding of students' cognitive, social, emotional, and character development is addressed in planning and preparation with little success.	The teacher's understanding of students' cognitive, social, emotional, and character development is successfully incorporated into planning and preparation.	The teacher deeply understands and integrates students' cognitive, social, emotional, and character development to model and teach habits and mindsets that promote student assumption of responsibility.
	Knowledge of the Learning Process and Learning Differences	The teacher displays insufficient understanding of how students learn and develop in general or of individual differences for students in the class.	The teacher has limited understanding of the learning process and of individual learning differences.	The teacher's accurate understanding of how students learn and learn differently is evident in planning and preparation.	In lessons planned or adapted, the teacher uses extensive knowledge of the learning process and learning differences to design experiences that are engaging and successful.

Component 1C: Setting Instructional Outcomes					
		Unsatisfactory	Basic	Proficient	Distinguished
Elements of Success	**Value and Relevance**	Instructional outcomes are not relevant or meaningful or do not reflect important learning.	Instructional outcomes are somewhat relevant and partially reflect important learning and development.	Instructional outcomes are mostly relevant and reflect important learning and development.	Instructional outcomes consistently reflect important, meaningful, and relevant learning that requires critical thinking.
	Alignment to Grade-Level Standards	Instructional outcomes do not reflect grade-level standards.	Instructional outcomes partially reflect grade-level standards.	Instructional outcomes mostly reflect grade-level standards.	Instructional outcomes consistently reflect grade-level standards that challenge all students in the class and encourage intellectual risk taking.
	Clarity of Purpose	Instructional outcomes are unclear or are stated as activities.	Instructional outcomes are somewhat clear and partially describe what students will learn.	Instructional outcomes are mostly clear and specific, likely to ensure that students understand what they will learn and how.	Instructional outcomes are uniformly clear and specific and support students to extend their learning.
	Integration of Multiple Aspects of Student Development	Instructional outcomes do not reflect a range of purposes.	Instructional outcomes target different types of outcomes beyond academic knowledge and skills with partial success.	Instructional outcomes represent a range of high-priority, developmentally appropriate purposes, including academic, social-emotional, and character development goals.	Instructional outcomes integrate academic, social-emotional, and character development goals rather than treating them separately.
Component 1D: Using Resources Effectively					
		Unsatisfactory	Basic	Proficient	Distinguished
Elements of Success	**Instructional Materials**	When instructional materials are provided, the teacher does not use or learn to effectively implement them. When instructional materials are not provided, the teacher uses inappropriate or ineffective materials of their own choosing that do not support rigorous instruction or engagement.	When instructional materials are provided, the teacher implements them with some success, develops some understanding of their features and design, and is sometimes able to recognize and adjust for gaps or deficiencies in the materials. When instructional materials are not provided, the teacher selects and uses materials that are partially aligned to standards to serve as the core of instruction and support student learning and development.	When instructional materials are provided, the teacher's understanding of the materials supports appropriate choices based on the specific needs of students that increase the effectiveness of the curriculum. When instructional materials are not provided, the teacher relies on a strong core set of instructional materials aligned to rigorous standards and makes choices based on the specific needs of students that increase the effectiveness of those materials.	When instructional materials are provided, the teacher uses them wisely, integrating other resources if appropriate, to support each student's mastery of outcomes, further learning and development, deep intellectual engagement, and autonomy. When instructional materials are not provided, the teacher identifies a strong core set of instructional materials and uses them wisely, integrating other resources if appropriate to support each student's mastery of outcomes, further learning and development, and deep intellectual engagement.
	Technology and Digital Resources	The teacher does not appropriately access digital resources to support student learning and development.	The teacher uses technology and accesses digital resources that partially support student learning but may be primarily a substitution for other resources.	Technology and other digital resources are used effectively to support equitable student learning and exploration, as well as connection and development.	Technology and other digital resources support intellectual engagement, personalized instructional pathways for student learning and development.
	Supports for Students	The teacher does not inquire about or seek out resources to support individual student needs.	The teacher seeks some additional resources and supports aligned to the individual needs of students.	The teacher provides resources and supports aligned to students' individual needs and learning differences, allowing each student to access the curriculum and meet the learning outcomes.	Resources and supports provided or suggested by the teacher promote student agency and increase efficacy in utilizing resources to support their own learning and development.

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Component 1E: Planning Coherent Instruction					
		Unsatisfactory	Basic	Proficient	Distinguished
Elements of Success	**Tasks and Activities**	Tasks and activities are uninteresting to students, do not challenge them, and/or do not align to instructional outcomes.	Tasks and activities are partially aligned to the instructional outcomes and represent a modest level of intellectual challenge.	Tasks and activities are aligned with learning outcomes and provide opportunities for higher-level thinking.	Tasks and activities encourage student agency and create authentic opportunities to engage with meaningful content.
	Flexible Learning	There is only a single approach or activity planned for students to learn the content.	There are multiple ways for students to learn the content and a variety of strategies are used with some success during the lesson.	Multiple strategies and approaches are tailored to the needs of various students to accelerate and support their success.	Lessons provide opportunities for students to engage beyond the content of the lesson; and, when appropriate, the teacher works with students to co-design learning experiences.
	Student Collaboration	Student groupings are not used or do not support learning.	Students are in groups that are only partially appropriate to the learning activities or goals.	Instructional groups are organized thoughtfully to maximize learning and build on students' strengths.	Collaboration through teacher-designed and student-chosen instructional groups is an essential component of learning and development.
	Structure and Flow	Plans for learning are not well structured or sequenced.	Plans for learning are partially well-structured but may not be realistic about time expectations.	Plans for learning are well structured and have a flow that allows for student learning and reflection.	Plans for learning are well structured and have a flow that supports student autonomy in the learning process.
Component 1F: Designing and Analyzing Assessments					
		Unsatisfactory	Basic	Proficient	Distinguished
Elements of Success	**Congruence with Instructional Outcomes**	Assessments are not aligned to the instructional outcomes.	Assessments are partially aligned to instructional outcomes but may not assess them completely.	Assessments will fully and fairly provide evidence of student understanding of the content and mastery of outcomes, as well as reveal specific misunderstandings.	Students have varied and multiple opportunities to demonstrate mastery of outcomes; assessments allow for the analysis of student misunderstandings, revealing how and why the misunderstanding occurred.
	Criteria and Standards	Assessments lack criteria by which student performance can be accurately assessed.	Assessment criteria and standards have been developed, but they are unclear or too vague.	Assessment criteria and standards are established, clear, and fully understood by students.	Assessment criteria and standards are clear, and students have contributed to their development.
	Planning Formative Assessments	There are no formative assessments planned.	Some formative assessments are planned and will give a partially accurate picture of student learning throughout the lesson.	Formative assessments will give an accurate picture of student learning, and plans for lessons indicate possible adjustments based on formative assessment data.	Formative assessments will provide accurate and timely information to teachers and students, allowing students to adjust course with minimal teacher guidance.
	Analysis and Application	Assessment results are not relevant or used for future planning.	Assessment results are used in future planning for some students, groups of students, or the class as a whole.	Assessment results from prior lessons and units are a key tool used by the teacher in planning future instruction.	Assessment results consistently drive planning and preparation to inform instructional decision making and instructional pathways for students.

Domain 2: Learning Environments

Component 2A: Cultivating Respectful and Affirming Environments

		Unsatisfactory	Basic	Proficient	Distinguished
Elements of Success	**Positive Relationships**	Classroom interactions, both between the teacher and students and among students, are frequently negative, uncaring, inappropriate, or insensitive to students' identities and developmental levels.	Classroom interactions, both between the teacher and students and among students, are inconsistently caring and respectful, but form a foundation for positive relationships to develop.	Classroom interactions, both between the teacher and students and among students, demonstrate caring and respect that honors students' identities, race, and cultural background.	Patterns of interacting in the classroom are culturally responsive; the teacher's own cultural competence and critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships.
	Sense of Belonging	Some students' verbal or nonverbal communication indicates that they feel isolated, insecure, or not part of the classroom community.	Verbal and nonverbal communication indicates that many students feel part of a classroom community that welcomes and honors their individual identity.	Verbal and nonverbal participation indicates most students participate in a class community that reflects their collective identity while honoring individual variations.	Student participation indicates they are cocreating a community that reflects their unique collective identity and interests as a class while honoring individual identity.
	Cultural Responsiveness	Learning environments do not reflect the individual racial and cultural identities of students.	Learning environments reflect and honor some elements of students' individual and shared racial and cultural identities.	Learning environments reflect elements of students' racial and cultural identities while recognizing, addressing, and honoring differences between students' and teachers' unique identities.	Students have helped create a unique identity for their class that includes all, celebrates each individual's racial and cultural identity, honors diversity, and acknowledges and addresses racial and cultural dynamics at play in the environment.
	Positive Conflict Resolution	Conflict and disrespectful interactions occur in the classroom and are neither addressed nor resolved.	Conflict and disrespectful interactions are addressed by the teacher, with uneven results.	The teacher and students effectively use a clear and culturally competent approach to conflict resolution to resolve conflicts and restore trust.	Students in the class are responsible for resolving conflict and actively follow established processes or norms for resolving conflict and restoring trust.

Component 2B: Fostering a Culture for Learning

		Unsatisfactory	Basic	Proficient	Distinguished
Elements of Success	**Purpose and Motivation**	The teacher does not convey to students the importance of learning and the feeling of success that comes with it.	The teacher communicates the importance of content, the ultimate purpose of learning, and the value of personal growth with some success.	The teacher and students demonstrate a belief in the importance of learning and personal growth that motivates them to succeed and flourish.	The teacher and students display dedication to learning the content and a sense of purpose for their learning; the teacher and students value both content mastery and personal growth.
	Dispositions for Learning	The teacher ignores or discourages student curiosity and does not ask students to think critically or to reason and reflect.	The teacher occasionally encourages student curiosity, critical thinking, reasoning, and reflection.	The teacher encourages and intentionally develops student curiosity, critical thinking, reasoning, and reflection.	Student curiosity, critical thinking, reasoning, and reflection are clearly evident in the classroom and have a direct effect on instruction, student learning, and development.
	Student Agency and Pride in Work	Students have little or no agency in learning experiences or classroom life.	Students are given some opportunities to exercise agency, though they may not be taken up or may be infrequent.	Students have multiple opportunities to exercise agency, and autonomy is intentionally developed and celebrated.	Students clearly exercise autonomy in their learning and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.
	Support and Perseverance	The teacher conveys that the work is too challenging for all or some of the students or that they lack the perseverance to succeed; students are allowed or expected to quit.	The teacher encourages confidence, resilience, persistence, and teamwork, promoting a conviction that with hard work and perseverance all students can master the content.	The teacher intentionally develops and celebrates confidence, resilience, persistence, and teamwork that support student perseverance.	Students encourage one another to persevere and use strategies to support each other through challenging work.

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Component 2C: Maintaining Purposeful Environments					
		Unsatisfactory	Basic	Proficient	Distinguished
Elements of Success	**Productive Collaboration**	Students are not productively engaged during group work.	Students are somewhat engaged in group work.	Students are productively engaged during small group work, working purposefully and collaboratively with their peers.	Students play an active role in ensuring their time in groups is used purposefully and meets their individual and group needs.
	Student Autonomy and Responsibility	Routines do not support student autonomy or assumption of responsibility.	Routines and procedures partially support student autonomy and assumption of responsibility.	Routines and procedures allow students to operate autonomously and take responsibility for their learning.	Students take responsibility for routines and procedures and take initiative to suggest adjustments that would further support their learning and development.
	Equitable Access to Resource and Supports	Resources and supports are not deployed efficiently, effectively, or equitably.	Resources and supports are managed somewhat efficiently and effectively, though students may not have equitable access.	Resources and supports are deployed efficiently and effectively; all students are able to access what they need.	Resources and supports are deployed equitably; students take initiative in accessing resources and identifying additional supports they need.
	Non-Instructional Tasks	Non-instructional tasks are not completed or completed inefficiently, resulting in loss of instructional time or potential danger to students.	Non-instructional tasks are completed with some efficiency, but instructional time is lost.	Most non-instructional tasks are completed efficiently, with little loss of instructional time.	Non-instructional tasks are completed seamlessly with no loss of instructional time.
Component 2D: Supporting Positive Student Behavior					
		Unsatisfactory	Basic	Proficient	Distinguished
Elements of Success	**Expectations for the Learning Community**	The teacher does not communicate expectations or address negative behavior.	The teacher establishes expectations to promote positive behavior but with uneven success	The teacher and students have successfully established and agreed upon expectations.	Students play an active role in establishing and maintaining expectations, with regular opportunities for critical reflection both individually and as a group.
	Modeling and Teaching Habits of Character	The teacher does not explicitly model or teach habits of character.	The teacher models and teaches habits of character but with uneven success.	The teacher models, explicitly teaches, and reinforces habits of character to promote learning, ethical behavior, and citizenship.	Students take initiative in explicitly discussing and reinforcing habits of character that contribute to a safe and productive learning environment.
	Self-Monitoring and Collective Responsibility	Students take no responsibility for their own behavior and do not display awareness of their impact on others.	The teacher encourages students to monitor their own and one another's behavior and emphasizes collective responsibility but with uneven success.	Students successfully monitor their own behavior and attend to their impact on other students.	Students successfully monitor their own behavior and appropriately support one another in demonstrating positive behavior.
Component 2E: Organizing Spaces for Learning					
		Unsatisfactory	Basic	Proficient	Distinguished
Elements of Success	**Safety and Accessibility**	The space endangers student safety or is not accessible to all students.	The space is generally safe and accessible with some issues that need to be addressed.	The space is safe and accessible to all students.	Modifications are made to the environment as necessary by students and teachers to accommodate individual needs.
	Design for Learning and Development	The design of the space is an impediment to learning and development.	The design of the space is not an impediment to learning but does not enhance it.	The design of the space supports student learning and development and is appropriate for the goals and activities.	The design of the space optimizes learning and development and is appropriately adjusted to align to goals and activities.
	Co-Creation and Shared Ownership	Students do not help create or arrange the space for learning and demonstrate little pride or ownership in the space.	Students have some voice in creating the space and demonstrate some ownership of it.	Students have a voice in creating the space and demonstrate shared ownership of it.	Students take initiative in designing the space, demonstrate a sense of pride and ownership, and adjust the space as necessary to create a more beautiful and joyful environment.

Domain 3: Learning Experiences

Component 3A: Communicating About Purpose and Content

		Unsatisfactory	Basic	Proficient	Distinguished
Elements of Success	**Purpose for Learning and Criteria for Success**	The teacher does not convey to students what they will be learning.	The teacher partially explains the purpose of learning but with little elaboration or specificity.	The teacher clearly explains what students will be learning and why, how it is situated within broader purposes, how they will learn it, and what success will look like.	Students are able to explain the purpose and value of what they are learning and connect it to broader purposes, both within the curriculum and their own lives.
	Specific Expectations	The teacher's unclear or incomplete explanation of the learning activities hinders student engagement.	Expectations for the learning activities are somewhat clear to students.	The teacher clearly explains and models, if appropriate, the learning activities, consistently supporting and reinforcing student engagement.	The teacher and students anticipate and address possible challenges within the learning activities; students use or suggest other strategies, approaches, or processes for learning.
	Explanations of Content	The teacher makes significant content errors or fails to provide clear explanations, affecting student understanding of the content.	The teacher makes minor content errors or provides explanations of the content that are somewhat confusing and that only invite minimal participation or engagement by students.	The teacher's explanations of content are accurate, appropriately scaffolded, and relevant to the experiences of students; content is explained in multiple, engaging ways to support conceptual understanding.	Students discuss and explain content clearly and precisely; their communication about content and its application demonstrate critical thinking, curiosity, and understanding of its purpose and relevance.
	Use of Academic Language	The teacher's communications include incorrect or imprecise use of academic language.	The teacher's use of academic language is generally correct but may need further explanation or be too simplistic to support student learning.	The teacher's content-specific language and vocabulary are accurate, academically rigorous, and well-suited to students and lessons, providing a model to support student development.	Rich and rigorous language and vocabulary are consistently and effectively used by the teacher and students.

Component 3B: Using Questioning and Discussion Techniques

		Unsatisfactory	Basic	Proficient	Distinguished
Elements of Success	**Critical Thinking and Deeper Learning**	Questioning and discussion do not invite student thinking, are of little cognitive challenge, and often have a single correct response.	The teacher frames questions to promote critical thinking and deeper understanding but with uneven success.	Open-ended and higher-level questions and genuine discussions allow students to think critically and offer multiple perspectives, challenging them to deepen understanding.	Students initiate higher-order questions and extend discussions with confidence, applying and developing critical thinking, curiosity, and deeper understanding.
	Reasoning and Reflection	Questioning and discussion do not invite or require students to explain their thinking.	Questioning and discussion invite students to explain their thinking and reflect on their learning, but students are only somewhat successful at doing so.	Through questioning and discussion, students have the opportunity to reason, reflect on learning, and justify their thinking, and successfully do so.	Students use questions and discussions to challenge one another's thinking with respect and humility, successfully justify their reasoning, and collaboratively generate new ideas and lines of inquiry.
	Student Participation	Questions and discussions are between teacher and select students; students do not engage in dialogue with one another or ask each other questions.	The teacher calls on many students or invites them to respond directly to one another, but only some students answer or participate in the discussion.	The teacher successfully engages students in discussion; students actively participate and ask questions of one another.	Students formulate questions, initiate discussion, and assume responsibility for ensuring that all voices are heard.

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Component 3C: Engaging Students in Learning					
		Unsatisfactory	Basic	Proficient	Distinguished
Elements of Success	**Rich Learning Experiences**	Tasks are inappropriate for students in the class, many students are not engaged in them, or they may only require recall or use a single approach.	Students are partially engaged in tasks that require thinking as opposed to only recall; some tasks have multiple correct responses or approaches.	All students engage in activities that support agency and require critical thinking; tasks require high levels of intellectual engagement and students explain their thinking.	Through choices provided by the teacher or their own initiative, students modify learning tasks to make them more meaningful or challenging.
	Collaboration and Teamwork	Students do not collaborate, they do not engage with one another effectively, and/or instructional groupings are inappropriate for the task.	Students collaborate during the lesson in ways that are mostly suitable to the activities and outcomes and partially support learning for each student; they work well together during group activities.	Student collaboration is a key component of learning and engagement in the class, instructional groupings are strategically arranged to support learning and engagement, and effective teamwork is explicitly taught and celebrated.	Students take initiative to collaborate in new or unplanned ways that further their learning; they actively serve as resources for one another and focus on making their learning more engaging and meaningful.
	Use of Instructional Materials and Resources	Instructional materials and resources are not used correctly or effectively by the students, are not supportive of their learning, and/or are not equitably available.	Instructional materials and resources are used by the students with some success to support learning, and students have equitable access to them.	Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content; they are varied and used to support equitable access to the content.	Students take initiative in using instructional materials and resources by adapting them appropriately for their own needs; they suggest modifications or additions to make them more relevant or challenging.
	Opportunities for Thinking and Reflection	The pace of the lesson is too slow or is rushed, or opportunities for thought and reflection are poorly implemented; students do not have time to reflect or consolidate understanding.	The pacing of the lesson provides opportunities for some thought and reflection, allowing students to engage and develop understanding.	The pacing of the lesson supports high levels of intellectual engagement and deeper learning; students have multiple and effective opportunities to think, reflect, and consolidate understanding.	Through opportunities provided by the teacher or their own initiative, students demonstrate autonomy and effective use of strategies for reflection; they are able to identify and advocate for their own need to engage in further processing or reflection in order to consolidate understanding and solidify new learning.
Component 3D: Using Assessment for Learning					
		Unsatisfactory	Basic	Proficient	Distinguished
Elements of Success	**Clear Standards for Success**	The teacher does not share assessment criteria, describe what high-quality work looks like, or explain how students will know they are successful.	Students partially understand how they will know they are progressing successfully and how their work will be evaluated.	The standards of high-quality work and success are clear to students and provide the opportunity for self-assessment.	Students and those who support them have an active voice in establishing standards for success that are relevant and ambitious; they clearly understand how their progress is being assessed.
	Monitoring Student Understanding	The teacher does not determine whether students are progressing toward mastery of the goals and provides no structured opportunities for students to monitor their own progress.	The teacher's attempts to monitor student understanding and support self-assessment are limited or only partially effective.	The teacher uses questions and assessments to elicit accurate evidence of student understanding and models strategies for self-assessment, allowing students to successfully analyze their own progress toward goals.	Students take initiative to monitor their own understanding through planned tasks, assessments, and strategies of self-assessment to understand their progress, make adjustments, and identify new or alternative pathways and goals.
	Timely, Constructive Feedback	Students receive no feedback, or the only feedback given is global or for only a few students.	The teacher provides some feedback, but the feedback is unclear or not oriented toward improvement or mastery.	Students receive timely, constructive feedback from the teacher or others that advances learning.	Students make decisions and assume responsibility for their learning using high-quality, improvement-focused feedback from many sources.

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Component 3E: Responding Flexibly to Student Needs					
		Unsatisfactory	Basic	Proficient	Distinguished
Elements of Success	**Evidence-Based Adjustments**	The teacher does not recognize, or ignores, evidence of low engagement or lack of student understanding.	The teacher attempts to adjust learning experiences based on evidence but is only partially successful.	The teacher effectively adjusts learning experiences based on real-time evidence and students' individual and specific needs.	Students voice their needs and assume responsibility for their own learning by making necessary adjustments to the learning experiences with the support and encouragement of the teacher.
	Receptiveness and Responsiveness	The teacher brushes aside or does not fully address students' questions or difficulties.	The teacher attempts to incorporate students' questions and respond to their interests but only minimally or with limited success.	The teacher incorporates students' interests and questions into learning experiences to deepen understanding and encourage curiosity and autonomy.	Students identify new learning opportunities and take the initiative to pursue them on their own, with their peers, or with the support of the teacher or others in the school and beyond.
	Determination and Persistence	The teacher does not convey a level of responsibility for student learning and success or is uncertain about how to assist students.	The teacher conveys responsibility and commitment to efficacy but lacks certainty or is only partially successful in responding to student difficulties.	Drawing on a broad repertoire of strategies, the teacher persists in seeking alternative approaches and pathways when students experience difficulty.	Students demonstrate determination and persistence when they experience difficulties; they seek and receive effective support from the teacher and others.

Domain 4: Principled Teaching

Component 4A: Engaging in Reflective Practice

		Unsatisfactory	Basic	Proficient	Distinguished
Elements of Success	**Self-Assessment of Teaching**	The teacher does not reflect on experiences or draws inaccurate or incomplete conclusions about their success.	The teacher has a partially accurate but incomplete sense about whether or not instructional practices were successful or had the desired impact on student learning and development.	The teacher draws on evidence from the lesson, including student work, to assess the effectiveness of specific elements of instruction and their impact on student learning and development.	The teacher's assessment of the lesson is based on multiple sources of evidence, leads to a thoughtful and accurate analysis of practice, and addresses the specific impact of the design or execution of elements of instruction on student learning and development.
	Analysis and Discovery	The teacher does not or is unable to analyze their impact on student success and/or makes no suggestions for growth or improvement.	The teacher analyzes some aspects of their practice but may not consider alternative approaches, recognize the impact of their own mindsets or beliefs, and/or be willing to explore new strategies or ideas.	The teacher analyzes the impact of their own actions and beliefs on student learning, learns about alternative perspectives and approaches, and begins to build new knowledge and skills that enhance learning.	The teacher critically analyzes the impact of practices, values, and beliefs on student learning and consistently focuses on acquiring new knowledge and skills to enhance learning, prioritizing improvement for students who need it the most.
	Application and Continuous Improvement	The teacher does not plan for or consider opportunities to improve practice.	Based on reflection, the teacher has some plans for future action that will better support student learning and development.	Based on reflection, the teacher considers multiple paths forward; communicates a commitment to the success of all students; and plans, practices, and implements improvements.	Based on reflection, the teacher focuses on the best course of action for student success, demonstrates perseverance in the face of challenges, implements new ideas and strategies and continues to reflect on and analyze the results.

Component 4B: Documenting Student Progress

		Unsatisfactory	Basic	Proficient	Distinguished
Elements of Success	**Student Progress Toward Mastery**	The teacher does not adequately track student progress or the approach is not focused on mastery or aligned to goals.	The teacher tracks student progress toward mastery but it is not comprehensive or may not be useful to students and those who support them.	There is a clear system for tracking progress toward mastery and the teacher communicates understandable and useful information to students and those who support them.	Students are consistently aware of their own progress toward mastery of their goals; they are able to identify, reflect on, and discuss their strengths and needs based on clear evidence of progress.
	Shared Ownership	The teacher does not engage students or those who support them in setting, understanding, or monitoring progress toward goals.	The teacher makes attempts to engage students and those who support them in identifying goals and monitoring progress toward them, with partial success.	The teacher engages students and those who support them in setting and monitoring their progress toward their goals; students play an active role in analyzing and celebrating their success.	Students and those who support them are engaged as full partners in setting goals, monitoring progress, and evaluating and celebrating success.
	Maintaining Reliable Records	The teacher does not have systems for tracking student learning or other records, or the systems are inaccurate, confusing, or inaccessible.	The teacher has systems for tracking student learning and other records that are accessible to students and those who support them, but they are partially inaccurate or may not be comprehensive.	The teacher has accurate and accessible systems for tracking student learning and other records; they use these systems efficiently and effectively.	The teacher's systems are consistently accurate and effective; as appropriate, students contribute information and participate in maintaining reliable evidence of their learning and other records.

Component 4C: Engaging Families and Communities					
		Unsatisfactory	Basic	Proficient	Distinguished
Elements of Success	**Respect and Cultural Competence**	The teacher is unable to engage families or does so in ways that are disrespectful or demonstrate bias.	The teacher's efforts to engage families and communities are respectful and demonstrate some cultural awareness and a commitment to learn more.	The teacher engages families and communities with respect and cultural awareness, learning and affirming their values and cultural backgrounds.	The teacher, students, and families partner together to support student success in a manner that honors the contributions of all and focuses on meeting the needs of students.
	Community Values	The teacher does not take the values of families into account when planning learning experiences or designing learning environments.	The teacher makes some efforts to engage families and communities in contributing to the ethos and values of the learning community.	The teacher engages families in co-creating elements of the learning community that reflect the values of the larger community.	The teacher, students, and families partner together to establish a learning community that honors the ethos and values of all members.
	Instructional Program	Little or no information about the standards, curriculum, or learning expectations is available to parents.	The teacher shares basic information about the standards, curriculum, or learning expectations; the information is limited, inaccessible, or incomplete.	The teacher frequently shares accessible, informative updates about the standards, curriculum, and/or learning expectations and seeks input from families.	The teacher partners with families to ensure that everyone who supports students understands the instructional program and has opportunities to engage thoughtfully in its development.
	Engagement in Learning Experiences	The teacher provides no opportunities for families to engage in learning experiences with students.	The teacher invites families to engage in learning experiences with students but with limited success.	The teacher includes families/caregivers in learning experiences by creating opportunities for them to support students and engage in the learning community.	The teacher views and incorporates families as essential partners in learning experiences.
Component 4D: Contributing to School Community and Culture					
		Unsatisfactory	Basic	Proficient	Distinguished
Elements of Success	**Relational Trust and Collaborative Spirit**	The teacher's relationships with colleagues are characterized by negativity or combativeness.	The teacher has cordial relationships with colleagues but may not have established many rusting or collaborative relationships with colleagues.	The teacher has supportive and collaborative relationships with colleagues that are built on mutual respect and trust.	The teacher actively builds relational trust with colleagues and models collaboration focused on student success.
	Culture of Inquiry and Innovation	The teacher avoids activities promoting professional inquiry or only participates when required, making few or negative contributions.	The teacher participates in professional inquiry with colleagues when invited to do so and occasionally contributes to their success.	The teacher regularly and actively participates in and contributes thoughtfully to professional inquiry.	The teacher takes a leadership role in promoting and ensuring the success of professional inquiry, modeling and supporting a culture of inquiry across the school.
	Service to the School	The teacher avoids involvement in school events, projects, and initiatives.	The teacher participates in school events, projects, and initiatives as expected.	The teacher makes a substantial contribution to school events, projects, and initiatives.	The teacher takes a leadership role in events, projects, and initiatives that contribute to the overall success of the school.
Component 4E: Growing and Developing Professionally					
		Unsatisfactory	Basic	Proficient	Distinguished
Elements of Success	**Curiosity and Autonomy**	The teacher demonstrates little or no interest in professional learning and takes no initiative to improve.	The teacher engages in recommended and available professional learning opportunities and takes some initiative in seeking additional opportunities for professional growth.	The teacher regularly seeks out and identifies high-quality opportunities to grow and learn, identifying problems of practice or areas of inquiry that inform individual and collaborative learning opportunities.	The teacher takes a leadership role in the school, directing their own and others' learning as appropriate based on an inquiry-driven approach that prioritizes the needs of students.

	Developing Cultural Competence	The teacher demonstrates little or no cultural knowledge or awareness and/or assigns negative value to cultural differences.	The teacher has some cultural knowledge, is developing understanding of the values and beliefs of other cultures, and is beginning to engage in the reflective work necessary to become more culturally competent.	The teacher accepts and respects cultural differences and actively seeks to understand the influence of culture, bias, and inequities on students' success.	The teacher demonstrates cultural competence, is continually assessing and developing their own knowledge and skills, and leads others in the school community to develop new approaches that value differences and address inequities.
	Enhancing Knowledge and Skills	The teacher does not stay current on content and pedagogical knowledge.	The teacher engages in activities designed specifically strengthen content and pedagogical knowledge and deeper understanding of curriculum.	The teacher takes initiative in deepening content knowledge and understanding the curriculum individually and in collaboration with colleagues.	The teacher is an expert and leader in understanding and continuously improving and refining their knowledge of content, pedagogy, and curriculum.
	Seeking and Acting on Feedback	The teacher resists discussing feedback on their practice or ignores feedback that is given.	The teacher invites, accepts, and acts on feedback given by colleagues.	The teacher invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.	The teacher takes a leadership role in supporting a school culture of growth and modeling a process for seeking, providing, and acting on feedback.
Component 4F: Acting in Service of Students					
		Unsatisfactory	Basic	Proficient	Distinguished
Elements of Success	**Acting with Care, Honesty, and Integrity**	The teacher's actions are uncaring or dishonest.	The teacher acts honestly and with care and integrity.	The teacher is known for and looked to as a model of care, honesty, and integrity.	The teacher is a leader in the school in modeling and upholding care, honesty, and integrity, and encourages students and teachers to seek opportunities to develop these qualities.
	Ethical Decision-Making	The teacher makes unwise, rushed, or heated decisions or makes decisions that are self-serving.	The teacher seeks to make wise, discerning decisions in the best interest of students and engages other stakeholders in these decisions whenever possible or practical.	The teacher makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide.	The teacher is a leader in the school in modeling and upholding wise decision making that is in the best interest of students, families, and colleagues, and supports students and colleagues to develop their capacity to be more discerning.
	Advocacy	The teacher fails to act on behalf of students when deliberate action is warranted.	The teacher addresses the needs of students through their actions but may do so inconsistently or with partial success.	The teacher is an advocate for all students in and beyond the classroom, taking deliberate action on their behalf that aligns with the school's and community's values, even when it may not be popular.	The teacher serves as a model of advocacy for students and acts as a leader in the school, identifying and working to change policies and practices that do not align with community values or may cause harm to students.