DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

Component 1a: Demonstrating Knowledge of Students

Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency •
Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

	L E V E L O F P E R F O R M A N C E			
ELEMENT	**UNSATISFACTORY**	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Knowledge of child and adolescent development	Teacher displays little or no knowledge of the developmental characteristics of the age group and the impact of race and culture.	Teacher displays partial knowledge of the developmental characteristics of the age group and the impact of race and culture.	Teacher displays accurate understanding of the typical developmental characteristics of the age group including the impact of race and culture, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group including the impact of race and culture and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
Knowledge of the learning process	Teacher sees no value in understanding how students from diverse backgrounds and experiences learn and does not seek such information.	Teacher recognizes the value of knowing how students from diverse backgrounds and experiences learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students from diverse backgrounds and experiences learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students from diverse backgrounds and experiences **learn** and applies this knowledge to individual students.
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.

DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

Component 1a: Demonstrating Knowledge of Students *(continued)*

Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Knowledge of students' interests and cultural heritage	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
Knowledge of students' special needs	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

Adapted from <u>Enhancing Professional Practice</u> by Charlotte Daniels.

Domain 1: **PLANNING, PREPARATION AND CURRICULUM**

Component 1b: Designing Coherent Instruction

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

	L E V E L O F P E R F O R M A N C E			
ELEMENT	**UNSATISFACTORY**	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Learning activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	The materials and resources are suitable to students, support the instructional outcomes, reflect the ethnic and racial diversity of the students (as appropriate), and are designed to engage students in meaningful learning. The teacher draws from a variety of human resources, from experts within the classroom community to those from the community at large.	All of the materials and resources are suitable to students, support the instructional outcomes, reflect the ethnic and racial diversity of the students (as appropriate) and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.

Adapted from Enhancing Professional Practice by Charlotte Daniels.

DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

Component 1b: Designing Coherent Instruction *(continued)*
Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Lesson and unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

Adapted from Enhancing Professional Practice by Charlotte Daniels.

Adapted from Enhancing Professional Practice by Charlotte Daniels.

DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

Component 1c: Setting Instructional Outcomes

Elements: Value, sequence, and alignment • Clarity • Appropriate for diverse learners

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Value, sequence, and alignment	Planned outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Planned outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most planned outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All planned outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Clarity	Planned outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Planned outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional planned outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the planned outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Appropriate for diverse learners	Planned outcomes are not appropriate for the class or are not based on any assessment of student needs.	Most of the planned outcomes are appropriate for most of the students in the class based on general assessments of student learning.	Most of the planned outcomes are appropriate for all students in the class and are based on evidence of student proficiency and takes into account the varying needs of individual students and groups.	Planned outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

Adapted from Enhancing Professional Practice by Charlotte Daniels.

<table>
<tr><td colspan="5"><div align="center">**DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM**
Component 1d: Demonstrating Knowledge of Standards, Content, and Subject Matter
Elements: Knowledge of standards, content and subject matter • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy</div></td></tr>
</table>

	L E V E L O F P E R F O R M A N C E			
ELEMENT	**UNSATISFACTORY**	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Knowledge of standards, content, and subject matter	Teacher lacks knowledge of standards, makes content errors or does not correct errors made by students.	Teacher is familiar with the standards and the important concepts in the subject matter but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the standards and the important concepts in the subject matter and how these relate to one another.	Teacher displays extensive knowledge of the standards and important concepts in the subject matter and how these relate both to one another and to other subjects.
Knowledge of prerequisite relationships	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
Knowledge of content-related pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. Teacher is unaware of the educational impact of race and culture and does not attempt to adjust curriculum accordingly.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the subject matter or to the students. Teacher is aware of the educational impact of race and culture and attempts to adjust curriculum accordingly.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches. Teacher recognizes the educational impact of race and culture and sufficiently adapts curriculum to reflect racial and cultural diversity.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject matter, anticipating student misconceptions. Teacher recognizes the educational impact of race and culture and adapts curriculum to reflect racial and cultural diversity. Teacher is fluent in the use of culturally responsive strategies that produce equitable outcomes.

Adapted from Enhancing Professional Practice by Charlotte Daniels.

DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

Component 1e: Designing Student Assessments
Elements: Align with instructional outcomes • Criteria and standards • Design of formative assessments • Uses assessment results for planning

	L E V E L O F P E R F O R M A N C E			
ELEMENT	**UNSATISFACTORY**	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Align with instructional outcomes	Assessment procedures are not aligned with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; methodologies may have been adapted for diverse groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Criteria and standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development as appropriate.
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Uses assessment results for planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

Adapted from Enhancing Professional Practice by Charlotte Daniels.

Domain 2: **THE CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT**

Component 2a: Establishing a Culture for Learning & an Environment of Respect & Rapport
Elements: Teacher interactions with students • Importance of the content • Expectations for learning and achievement • Teacher creates environment that promotes pride in work

ELEMENT	**L E V E L O F P E R F O R M A N C E**			
	UNSATISFACTORY	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Teacher interaction with students	Teacher interaction is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Teacher intentionally and respectfully engages all students.	Teacher interactions reflect genuine respect and caring for individuals as well as groups of students**.** Teacher intentionally and respectfully engages all students.
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Teacher creates environment that promotes pride in work	Teacher creates an environment that allows for students to demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Teacher creates an environment that allows students to minimally accept the responsibility to do good work but invest little of their energy into its quality.	Teacher insists on work of high quality and students demonstrate pride in their work.	Teacher creates an environment that insists students attend to detail, take obvious pride in their work, initiate improvements on their own or by helping peers.

Adapted from Enhancing Professional Practice by Charlotte Daniels.

DOMAIN 2: THE CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT

Component 2b: Managing Classroom Procedures

Elements: Management of instructional groups • Management of transitions • Management of materials and supplies •

Performance of non-instructional duties

LEVEL   OF   PERFORMANCE

ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Performance of non-instructional duties (such as taking attendance, breakfast distribution, return of permission slips for a field trip or distribution of newsletters etc.)	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.

Adapted from Enhancing Professional Practice by Charlotte Daniels.

DOMAIN 2: THE CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT

Component 2c: Managing Student Behavior

Elements: Expectations • Monitoring of student behavior • Response to student misbehavior

L E V E L O F P E R F O R M A N C E

ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of student behavior	Student behavior is not monitored, and teacher is unaware of what the students are doing. Teacher over identifies misbehavior of students from a particular racial or ethnic group.	Teacher is generally aware of student behavior but may miss the activities of some students. Teacher may over identify student misbehavior from a particular racial or ethnic group.	Teacher is alert to student behavior at all times. Teacher identifies and incorporates the various communication styles of students from various racial or ethnic groups.	Monitoring by teacher is subtle and preventive. Teacher identifies and incorporates the various communication styles of students from various racial or ethnic groups. Students monitor their own behavior.
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules. Teacher has inconsistent responses to students from particular racial or ethnic groups.	Teacher response to misbehavior is appropriate, consistent and successful and respects the racial and cultural diversity of the students. Student behavior is generally appropriate.	Teacher response to misbehavior is consistent, successful and respects the racial and cultural diversity of the students. Responses are highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Adapted from Enhancing Professional Practice by Charlotte Daniels.

DOMAIN 2: THE CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT

Component 2d: Organizing Physical Space

Elements: Safety and accessibility • Arrangement of furniture and use of physical resources

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Safety and accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

Adapted from Enhancing Professional Practice by Charlotte Daniels.

DOMAIN 3: INSTRUCTION AND ASSESMENT

Component 3a: Communicating with Students

Elements: Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Expectations for learning communicated to students	Teacher's instructional purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's instructional purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the instructional purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
Directions and procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
Explanations of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is creative, clear and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct. It is also expressive, with well- chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

Adapted from Enhancing Professional Practice by Charlotte Daniels.

DOMAIN 3: INSTRUCTION AND ASSESSMENT

Component 3b: Engaging Students in Learning

Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

	L E V E L O F P E R F O R M A N C E			
ELEMENT	**UNSATISFACTORY**	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive, flexible and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive, flexible and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups, as appropriate.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students. The teacher makes no effort to incorporate resources that reflect the racial and cultural diversity of the students.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially engaged with them. The teacher makes minimal effort to incorporate resources that reflect the racial and cultural diversity of the students.	Instructional materials and resources are suitable to the instructional purposes, engage students and reflect the racial and cultural diversity of the students (as appropriate).	Instructional materials and resources are suitable to the instructional purposes, reflect the racial and cultural diversity of the students (as appropriate), and engage students. Students initiate the choice, adaptation, or creation of materials to enhance their learning (as appropriate).

Adapted from <u>Enhancing Professional Practice</u> by Charlotte Daniels.

DOMAIN 3: INSTRUCTION AND ASSESSMENT

Component 3b: Engaging Students in Learning

Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

Adapted from Enhancing Professional Practice by Charlotte Daniels.

DOMAIN 3: INSTRUCTION AND ASSESSMENT

Component 3c: Using Assessment in Instruction

Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student self-assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

Adapted from Enhancing Professional Practice by Charlotte Daniels.

DOMAIN 3: INSTRUCTION AND ASSESSMENT

Component 3d: Demonstrating Flexibility and Responsiveness
Elements: Lesson adjustment • Response to students • Persistence

	L E V E L O F P E R F O R M A N C E			
ELEMENT	**UNSATISFACTORY**	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. Teacher has inconsistent responses to questions from students of racial and diverse groups (i.e. special needs, students of color).	Teacher successfully accommodates students' questions or interests. Teacher response to students' questions/interests is appropriate, consistent and successful and respects their racial and cultural diversity.	Teacher response to students' questions/interests is appropriate, consistent and successful and respects their racial and cultural diversity. Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
Persistence	The teacher resists accepting responsibility and does not apply instructional strategies with struggling students.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

Adapted from <u>Enhancing Professional Practice</u> by Charlotte Daniels.

DOMAIN 3: INSTRUCTION AND ASSESSMENT

Component 3e: Using Questioning and Discussion Techniques
Elements: Quality of questions • Discussion techniques • Student engagement

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Quality of questions	Teacher's questions lack cognitive challenge and expect single correct responses, Questions are asked in rapid succession.	Teacher's questions are a combination of low and high cognitive challenge and are posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high cognitive challenge. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high cognitive challenge, with adequate time for students to respond. Students formulate many questions.
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student engagement	Teacher engages only a few students in discussion.	Teacher employs strategies to engage students in the discussion.	Teacher effectively employs strategies to engage all students in the classroom.	Teacher effectively employs strategies so that students themselves ensure that all voices are heard in the discussion, as appropriate.

Adapted from Enhancing Professional Practice by Charlotte Daniels.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES			
Component 4a: Reflecting on Teaching **Elements:** Accuracy • Use in future teaching • Receptivity to Feedback			
ELEMENT	L E V E L O F P E R F O R M A N C E		
	UNSATISFACTORY	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Accuracy	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
Use in future teaching	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Receptivity to feedback	Teacher resists feedback	Teacher accepts feedback, with some reluctance	Teacher welcomes feedback and incorporates it into program	Teacher seeks out feedback, incorporating it into program.

Adapted from Enhancing Professional Practice by Charlotte Daniels.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4b: Maintaining Accurate Records

Elements: Student completion of assignments • Student progress in learning • Non-instructional records

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Student completion of assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.
Student progress in learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records (when appropriate).
Non-instructional records (such as submitted permission slips, family phone call log, PD certificates, etc.)	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.

Adapted from <u>Enhancing Professional Practice</u> by Charlotte Daniels.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4c: Communicating with Families

Elements: Information about the instructional program • Information about individual students • Engagement of families in the instructional program

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Information about the instructional program	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information about individual students	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about student progress as appropriate, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled professionally and with cultural sensitivity.
Engagement of families in the instructional program	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are persistent. Teacher pursues proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds.	Teacher pursues proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds. Teacher's efforts to engage families in the instructional program are varied and persistent. Students contribute ideas for projects that could be enhanced by family participation.

Adapted from Enhancing Professional Practice by Charlotte Daniels.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4d: Participating in a Professional Community

Elements: Relationships with colleagues • Involvement in a culture of professional inquiry • Enhancement of content knowledge and pedagogical skill

	L E V E L O F P E R F O R M A N C E			
ELEMENT	**UNSATISFACTORY**	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Relationships with colleagues	Teacher does not maintain cooperative relationships with colleagues to fulfill duties that the school or district requires.	Teacher maintains cooperative relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation to fulfill duties that the school or district requires. Teacher takes initiative in assuming leadership among the faculty.
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional activity.	Teacher takes a leadership role in promoting a culture of professional inquiry.
Enhancement of content knowledge and pedagogical skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent.	Teacher welcomes opportunities to professional development to enhance content knowledge and pedagogical skill. The teacher pursues culturally responsive trainings to improve instructional practice.	Teacher seeks out opportunities for professional development and applies new learning in the classroom. The teacher pursues and applies culturally responsive trainings to improve instructional practice.

Adapted from Enhancing Professional Practice by Charlotte Daniels.

Glossary

Artifacts

A piece of evidence provided by the educator that is not necessarily observable through direct observation. Examples of artifacts might include lesson and unit plans, samples of student work, or certificates of completion of professional development courses or seminars.

Building File

This file is the supervisor's building working file and contains evaluation materials, in-service records and other official records.

Classroom Observation

Any instance during which an evaluator enters a classroom to observe instructional practices and classroom interactions. (See **Formal Observation**, **Informal Observation**).

Contract Status

The status granted to an educator after working successfully in the district for three years.

Conference

It is understood that accurately evaluating a teacher's performance is much more than observing a teacher in the classroom. Information about many of the standards can only be obtained through conversations and conferences with teachers. Supervisors evaluate information from conferences when completing the Standards Review Form.

Cultural Responsiveness

Adapted from <u>Enhancing Professional Practice</u> by Charlotte Daniels.

The knowledge, attitudes, skills, and practices that allow individuals to form relationships, and create learning environments that support academic achievement and personal development of learners from diverse racial and cultural groups. Cultural Responsiveness includes:

- Recognizing the educational impact of race and culture
- Addressing demographic inequities in achievement

23

- Building relationships across racial and cultural differences
- Adapting curriculum to reflect racial and cultural diversity
- Ongoing self-reflection about one's cultural competence

District Personnel File

The official employment file kept in the Human Resources Department at the district office.

Educator

The licensed professional staff member who is being evaluated. The term does not include substitute teachers, PAT unit members with Extended Responsibility only, administrators or other district employees outside the PAT bargaining unit.

Evaluation Cycle

A continuous process of assessment which begins with sharing the Handbook for Professional Growth and Evaluation and goal setting and ends with submitting a Summative Evaluation Report. The timelines of the evaluation cycle vary according to the educator's status (temporary, probationary or contract).

Evaluation Timeline

The timelines of the evaluation process vary according to the educator's status (temporary, probationary, or contract). See diagrams in Tables 2, 3, 7, 8, 9.

Evaluator

The licensed administrator who is responsible for observing the educator and writing the Summative Evaluation. No member of the bargaining unit shall be the individual responsible for the evaluation of another unit member.

Evidence

Data collected, behavior observed, and/or artifacts which support the ratings given by the evaluator on the rubric. See page 18.

Formal Observation

A scheduled classroom observation by an evaluator, requiring both a pre- and post-observation conference. A formal observation lasts an entire class period. Following all formal observations, the evaluator will have a follow-up discussion with the educator regarding the evidence pertaining to the standards and provide written documentation to

Adapted from Enhancing Professional Practice by Charlotte Daniels.

the educator.

Framework

The PPS rubric that represents the comprehensive nature of an educator's responsibilities reflected in his or her daily work. The framework has four domains, each referring to a distinct aspect of teaching, and a rating scale based on four performance levels.

Goal Setting Conference

A conference which is held at the beginning of the school year in collaboration with the educator and evaluator to discuss and determine the data sources/collections that will be used during the evaluation period; to create specific SMART goals related to student progress; and to identify key method of support for the continuous growth and development of the educator to improve student academic progress and educator effectiveness.

Handbook for Professional Growth and Evaluation

The document outlining the evaluation process of educators in Portland Public Schools.

Informal Observation

Gathering of information about an educator's job performance at any time through planned or spontaneous encounters. These observations are generally shorter in length than a formal observation.

Observation Year

An observation year is a school year where an educator is formally observed and evaluated on the summative evaluation form. Every year is an Observation year for Probationary educators, and one year out of three is an Observation Year for Contract educators.

Plan of Assistance for Improvement

A plan designed to assist an educator with improving performance and to meet performance expectations

Performance Levels

Performance levels are used throughout the evaluation system. Levels are used to rate educators on the performance standard based on the following scale: Unsatisfactory, Developing, Proficient, and Distinguished.

Performance Standards

Educator performance standards describe quality professional practice, addressing the areas of

planning, preparation & curriculum, the classroom environment and student management, instruction & assessment, and professional responsibilities.

Post-Observation Conference

A face to face meeting between the educator and the evaluator after a formal observation, to share/discuss data gathered during the observation and to review progress toward goals.

Pre-Observation Conference

A face to face meeting between the educator and the evaluator before a formal observation, allowing time for the educator to share information about his/her students and about the lesson to be observed.

Probationary Status

The status granted to an educator during their first three years of employment in the district.

Professional Growth Plan

A written plan describing SMART goals and strategies for an educator to improve his or her professional practice.

SMART Goal

A goal that is Specific and Strategic, Measurable, Action-oriented, Rigorous, Realistic and Results-focused, and Timed and Tracked.

Summative Evaluation

Written document summarizing the teacher's performance that outlines the educator's performance over an evaluation cycle compared to their job description and established standards explained in the PPS Framework.

Summative Evaluation Meeting

Meeting at the end of the evaluation process between the educator and the evaluator to review progress toward goals, evidence gathered through observations and artifacts. At this meeting the evaluator shares the written draft of the summative evaluation document to review the educator's professional growth accomplishments.

Supervised Year

This is the second year of the evaluation process in which the educator with contract status sets SMART goals, has a goal setting conference with their evaluator and is an active participant in the formal observation process which results in a summative evaluation.

Adapted from <u>Enhancing Professional Practice</u> by Charlotte Daniels.

Supported Year

This is the first year of the evaluation process in which the educator with contract status continues to work on their performance goals and the evaluator may perform informal observations.

Temporary Status

Status granted to any educator who is employed to fill a vacancy designated as temporary, which occurs after the opening of the school because of unanticipated enrollment, because of the death, disability, retirement, resignation, or dismissal of an educator with contract or probationary status or for an educator on an approved leave of absence.

Adapted from Enhancing Professional Practice by Charlotte Daniels.

Acknowledgements

Adapted from Enhancing Professional Practice by Charlotte Daniels.