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| Educator Name: | Click here to enter text. | School Year: | Click here to enter text. |
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| **DOMAIN 1: PLANNING AND PREPARATION** |
| **Component 1c:** **Setting Instructional Outcomes**Elements: Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners |
|  | **LEVEL OF PERFORMANCE** |
| **ELEMENT** | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **EXEMPLARY** |
| **Value, sequence, and alignment** | 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.  | 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 outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning. | All 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 related disciplines. |
| **EVIDENCE:** |
| **Clarity** | Outcomes are either not clear or are stated as activities, no as student learning. Outcomes do not permit viable methods of assessment. | 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 outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment. | All the outcomes are clear written in the form of student learning, and permit viable methods of assessment. |
| **EVIDENCE:** |
| **Balance** | Outcomes reflect only one type of learning and only one discipline or strand. | Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. | Outcomes reflect several different types of learning and opportunities for coordination. | Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration. |
| **EVIDENCE:** |
| **Suitability for diverse learners** | Outcomes are not suitable for the class or are not based on any assessment of student needs. | Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning. | Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated. | Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.  |
| **EVIDENCE:** |
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| **Component 1e:** Designing Coherent InstructionElements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure |
|  | **LEVEL OF PERFORMANCE** |
| **ELEMENT** | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **EXEMPLARY** |
| **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. Focuses on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning. |
| **EVIDENCE:** |
| **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. | All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. | All of the materials and resources are suitable to students, support the instructional outcomes, 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. Enables innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills. |
| **EVIDENCE:** |
| **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. |
| **EVIDENCE:** |
| **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. |
| **EVIDENCE:** |
| **Component 1f:** Designing Student AssessmentsElements: Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning |
|  | **LEVEL OF PERFORMANCE** |
| **ELEMENT** | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **EXEMPLARY** |
| **Congruence with instructional outcomes** | Assessment procedures are not congruent 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; assessment methodologies may have been adapted for 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. |
| **EVIDENCE:** |
| **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. |
| **EVIDENCE:** |
| **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. |
| **EVIDENCE:** |
| **Use 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. |
| **EVIDENCE:** |
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| **DOMAIN 2: THE CLASSROOM ENVIRONMENT** |
| **Component 2a: Creating an Environment of Respect and Rapport**Elements: Teacher interaction with students • Student interactions with other students |
|  | **LEVEL OF PERFORMANCE** |
| **ELEMENT** | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **EXEMPLARY** |
| **Teacher interaction with students** | Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher. | Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students’ cultures. Students exhibit only minimal respect for the teacher. | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher. | Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information. |
| **EVIDENCE:** |
| **Students interactions with other students** | Student interactions are characterized by conflict, sarcasm, or put-downs. | Students do not demonstrate disrespect for one another. | Student interactions are generally polite and respectful. | Students demonstrate genuine caring for one another and monitor one another’s treatment of peers, correcting classmates respectfully when needed.  |
| **EVIDENCE:** |
| **Component 2c:** Managing Classroom ProceduresElements: Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and paraprofessionals |
|  | **LEVEL OF PERFORMANCE** |
| **ELEMENT** | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **EXEMPLARY** |
| **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 by monitoring, defining, prioritizing and completing tasks without direct oversight. Physical environment supports the teaching and learning of 21st century skill outcomes.  |
| **EVIDENCE:** |
| **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. |
| **EVIDENCE:** |
| **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. |
| **EVIDENCE:** |
| **Performance of non-instructional duties** | 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. |
| **EVIDENCE:** |
| **Supervision of volunteers and paraprofessionals** | Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time. | Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision. | Volunteers and paraprofessionals are productively and independently engaged during the entire class. | Volunteers and paraprofessionals make a substantive contribution to the classroom environment. |
| **EVIDENCE:** |
| **Component 2d:** Managing Student BehaviorElements: Expectations • Monitoring of student behavior • Response to student misbehavior |
|  | **LEVEL OF PERFORMANCE** |
| **ELEMENT** | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **EXEMPLARY** |
| **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. |
| **EVIDENCE:** |
| **Monitoring of student behavior** | Student behavior is not monitored, and teacher is unaware of what the students are doing. | Teacher is generally aware of student behavior but may miss the activities of some students. | Teacher is alert to student behavior at all times. | Monitoring by teacher is subtle and preventive. Students monitor their own and their peers’ behavior, correcting one another respectfully. Inspire others to reach their very best via example and selflessness. Act responsibly with the interests of the larger community in mind. |
| **EVIDENCE:** |
| **Response to student misbehavior** | Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student’s dignity. | Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules. | Teacher response to misbehavior is appropriate and successful and respects the student’s dignity, or student behavior is generally appropriate. | Teacher response to misbehavior is highly effective and sensitive to students’ individual needs, or student behavior is entirely appropriate.  |
| **EVIDENCE:** |
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| **DOMAIN 3: INSTRUCTION** |
| **Component 3c:** Engaging Students in LearningElements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing |
|  | **LEVEL OF PERFORMANCE** |
| **ELEMENT** | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **EXEMPLARY** |
| **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. Use a wide range of idea creation techniques (such as brainstorming). | 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. Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts. |
| **EVIDENCE:** |
| **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 adapt to varied roles, jobs responsibilities, schedules, and contexts. They are productive and fully appropriate to the students or to the instructional purposes of the lesson.  | Instructional groups are productive 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 and work effectively in a climate of ambiguity and changing priorities. |
| **EVIDENCE:** |
| **Instructional materials and resources** | Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally. | Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them. | Instructional materials and resources are suitable to the instructional purposes and engage students mentally. | Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning and go beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise. |
| **EVIDENCE:** |
| **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 on learning experiences and processes and closure. Pacing of the lesson is appropriate for all students. |
| **EVIDENCE:** |
| **Component 3d:** Using Assessment in InstructionElements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress |
|  | **LEVEL OF PERFORMANCE** |
| **ELEMENT** | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **EXEMPLARY** |
| **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, have contributed to the development of the criteria and have set goals with tangible and intangible success criteria. |
| **EVIDENCE:** |
| **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. |
| **EVIDENCE:** |
| **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. |
| **EVIDENCE:** |
| **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. |
| **EVIDENCE:** |
| **Component 3e:** Demonstrating Flexibility and ResponsivenessElements: Lesson Adjustment • Response to students  • Persistence |
|  | **LEVEL OF PERFORMANCE** |
| **ELEMENT** | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **EXEMPLARY** |
| **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. |
| **EVIDENCE:** |
| **Response to students** | Teacher ignores or brushes aside students’ questions or interests. | Teacher attempts to accommodate students’ questions or interests, although the pacing of the lesson is disrupted. | Teacher successfully accommodates students’ questions or interests. | Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event. |
| **EVIDENCE:** |
| **Persistence** | When a student has difficulty learning, the teacher either gives up or blames the student or the student’s home environment. | 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. |
| **EVIDENCE:** |
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| **DOMAIN 4: PROFESSIONAL RESPONSIBILITIES** |
| **Component 4b:** Maintaining Accurate RecordsElements: Agenda/Draft • Procedures • Meeting Facilitation  • Timeline • Quality  • Accuracy |
|  | **LEVEL OF PERFORMANCE** |
| **ELEMENT** | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **EXEMPLARY** |
| **Agenda/Draft** | Teacher has no agenda or special education paperwork draft. No clear direction or purpose of meeting | Teacher has agenda or special education draft, but does not follow it/ some reminders needed. Most areas of IEP or other paperwork covered/ discussed.  | Teacher follows clear, prepared, concise agenda, or special education paperwork draft. All areas of IEP or other paperwork are covered/ discussed. Teacher prepared with necessary paperwork. | Teacher follows clear, prepared, concise agenda, or special education paperwork draft. All areas of IEP or other paperwork are covered/ discussed. Teacher has necessary paperwork for meeting.Teacher has additional visual aids or materials. |
| **EVIDENCE:** |
| **Procedures** | Federal, State, and District procedures not being followed.  | Follows Federal, State, and District procedures, but requires occasional coaching and reminders. | Follows all Federal, State, and District procedures (e.g., Procedural Safeguards, Prior Written Notices (PWN’s). | Follows all Federal, State, District procedures (e.g., Procedural Safeguards, Prior Written Notices (PWN’s). Teacher identifies when additional information is needed for parent/student understanding of the process, procedures, rights and provides clarification/ additional information. |
| **EVIDENCE:** |
| **Meeting Facilitation** | Discussion off-task. Teacher manages time poorly.  | Facilitates & uses time somewhat efficiently. Teacher does not facilitate equal participation. Some members dominate conversation. | Facilitates & uses time efficiently. Teacher facilitates equal participation and controls the flow of the meeting. | Teacher facilitates meeting & navigates through areas of disagreement & difficulty.Facilitates & uses time efficiently. Student involved in facilitation if appropriate. |
| **EVIDENCE:** |
| **Timeline** | Multiple timelines are missed for completing special education paperwork. Teacher’s special education records are in disarray. Special education checklist is not used.  | Teacher meets most timelines for completing special education paperwork. Teacher’s special education records are adequate, but they require frequent monitoring to avoid errors. Special education checklist is occasionally used.  | Teacher meets all timelines for completing special education paperwork. Teacher’s special education records are fully accurate. Correct forms are completed as indicated on special education paperwork checklists (checklists are always used).  | Teacher meets all timelines for completing special education paperwork. Teacher’s special education records are fully accurate. Correct forms are completed as indicated on special education paperwork checklists (checklists are always used).  |
| **EVIDENCE:** |
| **Quality** | Special education paperwork demonstrates **no** connection between ESER statement of educational need, IEP PLAAPF & student’s strengths & weaknesses, IEP goals & objectives, and special education services. Transition plan (if applicable) **not** related to above.  | Special education paperwork demonstrates **rough or little** connection between ESER statement of educational need, IEP PLAAPF & student’s strengths & weaknesses, IEP goals & objectives, and special education services. Transition plan (if applicable) **only partially** related to above.  | Special education paperwork demonstrates **direct** connection between ESER statement of educational need, IEP PLAAPF & student’s strengths & weaknesses, IEP goals & objectives, and special education services. Transition plan (if applicable) related to above.  | Special education paperwork demonstrates **direct** connection between ESER statement of educational need, IEP PLAAPF & student’s strengths & weaknesses, IEP goals & objectives, and special education services. Transition plan (if applicable) related to above. Special education paperwork is clear and provides an all-encompassing view of student needs & strengths with adequate detail. Student (when appropriate) and parent participate in meetings are involved in development of special education paperwork.  |
| **EVIDENCE:** |
| **Accuracy** | Multiple errors in special education paperwork on multiple occasions. Paperwork incomplete. Highly inaccurate (many and major errors) special education paperwork with regard to signatures/ names, dates, required participants at meeting, goals & objectives that are not measurable.  | Mostly accurate special education paperwork with regard to signatures/ names, dates, required participants at meeting, goals & objectives that are mostly measurable.  | Highly accurate (very few or minor errors) special education paperwork with regard to signatures/ names, dates, required participants at meeting, goals & objectives that are measurable.  | Highly accurate (very few or minor errors) special education paperwork with regard to signatures/ names, dates, required participants at meeting, goals & objectives that are measurable.  |
| **EVIDENCE:** |
| **Component 4c: PROFESSIONAL RESPONSIBILITIES**Elements: Information about the instructional program • Information about individual students • Engagement of families in the instructional program • Participation in school and district projects |
|  | **LEVEL OF PERFORMANCE** |
| **ELEMENT** | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **EXEMPLARY** |
| **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 frequent 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. |
| **EVIDENCE:** |
| **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 students’ progress on a regular basis, 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 with great professional and cultural sensitivity. |
| **EVIDENCE:** |
| **Engagement of families in the instructional program** | Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate. | Teacher make modest and partially successful attempts to engage families in the instructional program. | Teacher’s efforts to engage families in the instructional program are frequent and successful. | Teacher’s efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation. |
| **EVIDENCE:** |
| **Participation in school and district projects** | Teacher avoids becoming involved in school and district projects. | Teacher participates in school and district projects when specifically asked. | Teacher volunteers to participate in school and district projects, making a substantial contribution. | Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project. |
| **EVIDENCE:** |
| **Component 4f:** Showing ProfessionalismElements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district |
|  | **LEVEL OF PERFORMANCE** |
| **ELEMENT** | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **EXEMPLARY** |
| **Integrity and ethical conduct** | Teacher displays dishonesty in interactions with colleagues, students, and the public. | Teacher is honest in interactions with colleagues, students, and the public. | Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. | Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. |
| **EVIDENCE:** |
| **Service to students** | Teacher is not alert to students’ needs. | Teacher’s attempts to serve students are inconsistent. | Teacher is active in serving students. | Teacher is highly proactive in serving students, seeking out resources when needed. |
| **EVIDENCE:** |
| **Advocacy** | Teacher contributes to school practices that result in some students being ill served by the school. | Teacher does not knowingly contribute to some students being ill served by the school. | Teacher works to ensure that all students receive a fair opportunity to succeed. | Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. |
| **EVIDENCE:** |
| **Decision making** | Teacher makes decisions and recommendations based on self-serving interests. | Teacher’s decisions and recommendations are based on limited though genuinely professional considerations. | Teacher maintains an open mind and participates in team or departmental decision making. | Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. |
| **EVIDENCE:** |
| **Compliance with school and district regulations** | Teacher does not comply with school and district regulations. | Teacher complies minimally with school and district regulations, doing just enough to get by. | Teacher complies fully with school and district regulations. | Teacher complies fully with school and district regulations, taking a leadership role with colleagues. |
| **EVIDENCE:** |