A: Planning and Preparation for Learning

The Teacher	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards	Self- Reflection
Expertise	Is expert in the subject area and how to relate it to students' developmental and learning needs and cultural heritage.	Knows the subject area and how it can be related to students' developmental and learning needs.	Is somewhat familiar with the subject area and has a few ideas on how it relates to students' developmental and learning needs.	Has little familiarity with the subject area and few ideas on relating it to students' developmental and learning needs.	
Goals	Has a detailed plan for the year geared to explicit, challenging, achievable outcomes for all students, aligned with external standards.	Has explicit, challenging, achievable goals for all students, aligned with external standards.	Plans week by week, aiming to cover external standards.	Plan lesson by lesson with little reference to external standards.	
Units	Plans almost all units with big ideas, essential questions, knowledge, skills, transfer, and non-cognitive goals covering most Bloom levels.	Plans most units with big ideas, essential questions, knowledge, skills, and non-cognitive goals.	Plan lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an *ad hoc* basis with little or no consideration for long-range curriculum goals.	
Assessments	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Draft unit tests as the instruction proceeds.	Write tests shortly before they are given.	
Anticipation	Anticipates students' likely preconceptions, misconceptions, and confusions and develops strategies to overcome them.	Anticipates misconceptions and confusions students might have and plans to address them.	Has a hunch about one or two ways that Students might become confused with the content.	Proceeds without considering misconceptions Students might have questions about the material.	
Lessons	Design lessons and practice work with clear, measurable, achievable goals aligned with standards and unit outcomes.	Design lessons and practice work focused on measurable, achievable outcomes aligned with unit goals.	Plans lessons and practice work with some consideration of long-term goals.	Plans lessons and practices aimed primarily at entertaining students or covering textbook chapters.	
Materials	Design lessons that use an effective mix of high quality, culturally responsive learning materials and technology.	Design lessons that use an engaging, culturally responsive mix of materials and technology.	Plan lessons that involve a mixture of good and mediocre learning materials.	Plan lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.	
Differentiation	Design lessons that captivate students across a wide range of differences, with low-floor/high-ceiling activities and productive struggle.	Design lessons that engage and provide access to students at different levels of achievement and varied interests.	Plans lessons with some thought to engagement and accommodating varied student needs.	Plans lessons with little or no differentiation for varied student needs.	
Environment	Uses room arrangement, materials, and displays to create an inviting climate and maximize student learning.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few displays.	Has a conventional furniture arrangement, hard-to-access materials, and few displays.	

Overall Rating	*Highly Effective*	*Effective*	*Improvement Necessary*	*Does Not Meet Standards*

Comment:

B: Classroom Management

The Teacher	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards	Self- Reflection
Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with ad hoc rules and consequences as events unfold during the year.	
Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong, mutually respectful relationships.	Is fair and respectful toward students and builds positive relationships.	Fairness and respect are uneven, and some relationships are negative.	Is sometimes harsh, unfair, and disrespectful with students and/or plays favorites.	
Social Emotional	Implements a programme that successfully fosters positive interactions and builds key social emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.	
Routines	Successfully inculcates and maintains class routines to maximize learning time.	Teaches routines and prompts students to maintain them all year.	Tries to train students in class routines, but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.	
Responsibility	Gets virtually all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.	
Repertoire	Has a highly effective discipline repertoire, including being able to capture and hold students' attention at will.	Has a repertoire of discipline "moves," including being able to get students' attention when needed.	Has a limited discipline repertoire and some Students are not paying attention.	Has few discipline skills and constantly struggles to get students' attention.	
Prevention	Skillfully uses coherence, momentum, and transitions so that almost every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to a lack of clarity, interruptions, inefficient transitions, and off-task teacher behavior.	Loses a great deal of instructional time because of confusion, interruptions, ragged transitions, and off-task teacher behavior.	
Incentives	Is alert, poised, dynamic, and self-assured, and has a plan to nip virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems, but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.	

Overall Rating	*Highly Effective*	*Effective*	*Improvement Necessary*	*Does Not Meet Standards*

Comment:

C: Delivery of Instruction

The Teacher	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards	Self- Reflection
Expectations	Exudes high expectations, urgency, and determination that all students will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.	
Mindset	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Teaches students that effective effort, not innate ability, is the key.	Doesn't counteract students' belief that innate ability is what makes the difference.	Communicates a "fixed" mindset about ability: some students have it, some don't.	
Framing	Highlights lesson goals and unit essential questions up front, and has students summarize and internalize key learning at the end.	Highlights lesson goals at the beginning of the lesson and has students sum up what they've learned at the conclusion.	Tells students the main learning objectives of each lesson, but doesn't wrap things up at the end.	Begins and ends lessons without giving students a sense of what it's all about.	
Connections	Engages students in each unit's and lesson's content and vocabulary by activating their interests and prior knowledge.	Links newly introduced lesson content and vocabulary to students' interests and prior knowledge.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.	
Clarity	Presents material clearly and explicitly, with well-chosen examples and vivid, appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way and/or uses language that is inappropriate.	
Repertoire	Uses a wide range of well chosen, effective strategies, questions, materials, technology, and groupings to accelerate student learning.	Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.	Uses a limited range of classroom strategies, questions, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.	
Engagement	Gets virtually all students involved in focused activities, actively learning and problem-solving, losing themselves in the work.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.	
Differentiation	Successfully reaches virtually all students by skillfully differentiating and scaffolding and using peer and adult helpers.	Scaffolds instruction and uses peer and adult helpers to accommodate most students' learning needs.	Attempts to accommodate lessons to students with learning needs, but with mixed success.	Fails to differentiate instruction for students with learning needs.	
Nimbleness	Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.	

Overall Rating	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards

Comment:

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The Teacher	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards	Self- Reflection
Criteria	Consistently highlights and reviews clear criteria for good work, with rubrics and exemplars of student work at each level of proficiency.	Highlights criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.	
Diagnosis	Gives students a well constructed diagnostic assessment before each unit and uses the information to shape instruction.	Diagnoses students' knowledge and skills at the beginning of a unit and tweaks lessons based on the data.	Does a quick review before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.	
Goals	Has students set ambitious goals, continuously self assess, and take responsibility for improving their work.	Has students self-assess, set goals, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.	
Feedback	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.	
Recognition	Frequently displays students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	Regularly displays students' work to make visible their progress with respect to standards.	Displays some 'A' student work as an example to others.	Displays only a few samples of student work or none at all.	
Analysis	Works with colleagues to immediately use assessment data to fine-tune teaching, re-teach, and help students who need support.	Promptly uses data from assessments to adjust teaching, re-teach, and follow up with students who need support.	Records students' assessment grades and notes some general patterns for future reference.	Records students' assessment grades and moves on with the curriculum.	
Tenacity	Relentlessly follows up with struggling students with personal attention so that virtually all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and take retakes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.	
Support	Makes sure that students who need academic support or services receive appropriate services promptly.	When necessary, refers students for academic support or services.	Sometimes doesn't refer students promptly for support, and/or refers students who don't need it.	Often fails to refer students for support services, and/or refers students who do not need them.	
Reflection	Works with colleagues to reflect on and document what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.	

Overall Rating	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards

Comment:

E: Family and Community Outreach

The Teacher	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards	Self- Reflection
Respect	Shows sensitivity and respect for family culture, values, and beliefs and finds ways to make all feel welcome in the school.	Is respectful with family members, sensitive to different cultures, and welcomes all to the classroom.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of respect.	Is often insensitive to the culture and beliefs of students' families.	
Belief	Shows each parent an in-depth knowledge of their child and a strong belief that he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.	
Expectations	Gives parents clear, user friendly learning and behavior expectations and exemplars of proficient work through the year.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.	
Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, also updating parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.	
Involving	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Plans appropriate ways for family members to be involved in their children's learning.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.	
Responsiveness	Deals immediately and successfully with parents' concerns.	Responds promptly to parents' concerns.	Is slow to respond to parents' concerns.	Is unresponsive to parents' concerns.	
Reporting	Uses informal and digital channels and student-led conferences to regularly inform parents on their children's progress.	Uses digital channels and reports to regularly keep parents informed on their children's progress.	Uses parent conferences intermittently to tell parents the areas in which their children need to improve.	Completes reports, not always on time, and expects parents to deal with their children's learning needs.	
Outreach	Successfully contacts virtually all parents, including those who are hard to reach.	Reaches out to all parents and is tenacious in contacting those who are hard to reach.	Tries to contact all parents, but ends up talking mainly to the parents who tend to be responsive.	Makes little or no effort to contact parents.	
Resources	Successfully enlists extra resources from homes and the community to enrich the curriculum.	Reaches out to families and community agencies to bring in additional resources.	Asks parents to contribute extra resources.	Does not reach out for extra support from parents or the community.	

Overall Rating	*Highly Effective*	*Effective*	*Improvement Necessary*	*Does Not Meet Standards*

Comment:

F: Professional Responsibility

The Teacher	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards	Self- Reflection
Language	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.	
Reliability	Carries out all duties and assignments conscientiously and punctually and keeps meticulous records.	Is punctual and reliable with paperwork, duties, and assignments and keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, or misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, or misses paperwork deadlines.	
Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and attire and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.	
Judgement	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student information.	Sometimes uses poor judgment, is less than completely honest, and/or discloses Student information.	Is frequently unethical, dishonest, and uses poor judgment, and/or discloses student information.	
Teamwork	Is an important member of teacher teams and committees and volunteers for extra activities.	Shares responsibility for grade-level and schoolwide activities and takes part in extra activities.	When asked, will serve on a committee and attend an extra activity.	Declines invitations to serve on committees and attend extra activities.	
Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.	
Openness	Actively seeks out feedback and suggestions from students, parents, and colleagues, and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about feedback and resistant to changing practices.	
Collaboration	Meets frequently with colleagues to plan units, share ideas, and analyze assessment results.	Collaborates regularly with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.	
Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning, and has not implemented suggestions.	

Overall Rating	*Highly Effective*	*Effective*	*Improvement Necessary*	*Does Not Meet Standards*

Comment: