

### Standard I: Classroom Environment

The effective teacher maintains a classroom environment that enhances student learning.

		Levels of Performance			
Element	Ineffective	Minimally Effective	Effective	Highly Effective	
Creating an environment of respect and rapport	Teacher interaction with students is negative, sarcastic or inappropriate. Students exhibit disrespect for teacher. Teacher interactions with students reflect a disregard for diversity with inappropriate or insensitive comments.	Teacher interaction with students is minimal and/or distant. While students may not be disrespectful, there is a lack of relationship. Teacher interactions with students reflect minimal awareness of diversity.	Teacher-student interactions demonstrate genuine caring and respect. Students show respect for teacher as an individual. Teacher interactions with students are appropriate and sensitive to diversity.	Teacher creates and/or coordinates opportunities for students to demonstrate caring and respect. Teacher interactions with students are appropriate and sensitive to diversity.	
Expectations for learning	Teacher does not convey expectations of student work. Teacher does not motivate students to complete tasks or do high quality work.	Modest expectations of student work are conveyed. They are expected to complete tasks, not motivated to do high quality work.	Teacher establishes a learning environment that reflects high expectations. Teacher motivates students to do high quality work.	Both teacher and students establish and maintain high expectations for learning of all students. Teacher motivates students to do high quality work.	
Trusting environment	Creativity and discovery are not considered in lesson planning. Students are not given opportunities to participate in learning groups. Students are not encouraged to explore or consider multiple solutions/methods/activities.	Creativity and discovery are rarely considered in lesson planning. Students usually are not given opportunities to participate in learning groups. Students are rarely encouraged to explore or consider multiple solutions/ methods/ activities.	Interactions and lessons promote exploration, creativity and discovery. Frequent regrouping of students encourages cooperation, respect and divergent thinking.	Teacher creates and models interactive lessons that promote exploration, creativity and discovery. Frequent regrouping of students encourages cooperation, respect and divergent thinking.	
Managing Student Behavior	Teacher is unaware of or does not monitor student behavior. No standards of conduct appear to have been established.	Teacher is generally aware of student behavior but may miss the activities of some students. Standards of conduct appear to have been established.	Teacher is aware of student behavior. Standards of conduct are clear to students.	Teacher monitoring is subtle and proactive. Standards of conduct are clear, and students monitor their peers' behavior.	
Safe, accessible, and orderly environment	Classroom physical environment within teacher's control impedes learning and/or is unsafe. Environment restricts access to resources.	Classroom physical environment within teacher's control is safe, but does not necessarily promote learning. Equal access to resources may be restricted.	Classroom physical environment within teacher's control is safe, provides equal access to resources, and promotes learning.	Classroom physical environment within teacher's control allows students to adjust physical environment to advance their own learning.	
Managing Instructional Time	Considerable instructional time is lost or used inefficiently	Some instructional time is lost yet there is evidence of classroom routines.	Loss of instructional time is minimal with classroom routines in place.	Classroom routines are seamless, with students assuming considerable responsibility for efficient operation.	

## Standard II: Preparation and Plans

The effective teacher plans for student learning.

Element	Levels of Performance			
	Ineffective	Minimally Effective	Effective	Highly Effective
Content Knowledge	Teacher does not display knowledge of content, content-related current research, and best practices. No interdisciplinary connections.	Teacher displays limited knowledge of content, content-related current research, and best practices. Few interdisciplinary connections.	Teacher displays knowledge of content, content-related current research, and best practices. Teacher makes interdisciplinary connections.	Teacher displays extensive knowledge in content area and current best practices and incorporates expertise into interdisciplinary lesson planning and teaching.
Knowledge of students	Planning does not recognize important student variables such as characteristics of age, group, skill level, or cultural heritage.	Planning recognizes important student variables such as characteristics of age, group, skill level, or cultural heritage on rare occasions.	Teacher displays an understanding of important student variables and uses this understanding to inform planning.	Teacher displays an understanding of important student variables and uses this understanding to inform planning and, when possible, teacher assists and/or collaborates with other teachers in planning instructional activities that address student variables.
Differentiated Instruction	Lesson planning does not allow for different levels of cognitive learning.	Lesson planning sometimes incorporates activities and instruction that address multiple levels of learning.	Lesson planning regularly incorporates activities and instruction that address multiple levels of learning.	Lesson plans incorporate activities and instruction that address multiple levels of learning and, when possible, are shared with other staff members.
Knowledge of resources	Resources to assist student learning are not used.	Teacher sometimes uses resources to assist student learning.	Teacher is able to select and access appropriate resources to assist and engage students in learning.	Teacher uses a variety of effective resources to assist and engage students in learning. These resources are integrated into instruction and enhance the learning experience.
Lesson/Assessment development	Lessons are not developed and lack clear objectives. District curriculum is not followed. Assessments have not been determined/communicated to students.	Lesson plans are based on district and state curriculum but need further development. Assessments may or may not be planned and expectations are not clearly communicated.	Lesson plans are based on district and state curriculum. Instruction relates new information to previous learning. Appropriate assessments are planned and expectations communicated.	Lesson plans demonstrate a unit approach and incorporate clearly defined content objectives, meaningful activities that integrate lesson concepts, and multiple assessments that provide meaningful and timely feedback.

### Standard III: Instruction and Assessment

The effective teacher provides instruction that enhances student achievement and uses assessment to provide feedback, design instruction, and monitor progress toward curriculum goals.

Element	Levels of Performance			
	Ineffective	Minimally Effective	Effective	Highly Effective
Communicating Expectations, Directions, and Procedures	Teacher directions, procedures, and/or lesson content are confusing to students.	Teacher directions, procedures, and/or lesson content are clarified after initial student confusion or are excessively detailed.	Teacher directions, procedures, and/or lesson content are clear to students and contain an appropriate level of detail.	Teacher directions, procedures, and/or lesson content are clear to students and anticipate possible student misunderstanding.
Engagement	Student learning is not monitored. Instruction does not engage students in meaningful learning.	Student learning is loosely monitored. Instruction is engaging to some students. Instruction is not adapted according to student response.	Teacher monitors learning using a variety of strategies and adapts instruction based on student response to engage students in meaningful learning.	All students are engaged in rigorous instructional activities that reflect individual needs and interests and that are connected to real world experiences.
Questioning Strategies	Questioning strategies are not apparent. Students are not expected to participate.	Limited questioning strategies are directed at a small number of students and may not allow for appropriate response time. Not all students are expected to participate or demonstrate learning.	Questioning strategies are varied, equitable and allow for appropriate response time. All students are expected to participate and demonstrate learning.	Students are taught self-questioning techniques that allow for higher levels of comprehension.
Utilizing Structure and Pacing	The lesson has no clearly defined structure, or the pacing 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 mostly consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.
Providing Feedback to Students	Feedback is not provided, untimely, of poor quality.	Feedback is inconsistent in quality and timeliness.	Quality feedback is consistently provided in a timely manner.	Quality feedback is consistently provided in a timely manner. Students display appropriate use of the feedback in their learning.
Monitoring, Adjusting, and Assessing	Teacher is unable to monitor, adjust or assess a lesson, either gives up or blames the student or the environment for students' lack of success.	Teacher attempts to adjust a lesson with mixed results. Teacher has only a limited repertoire of instructional strategies and assessment tools.	Teacher is able to monitor and adjust lessons. Teacher possesses a moderate repertoire of strategies and assessment tools.	Teacher meets effective criteria and successfully monitors, adjusts, and assesses instruction using an extensive repertoire of strategies and tools to enhance learning.

### Standard IV: Communication and Professional Responsibilities

The effective teacher demonstrates positive communication skills and maintains professional and personal responsibilities.

Element	Levels of Performance			
	Ineffective	Minimally Effective	Effective	Highly Effective
Relationships	Professional relationships have not been developed or maintained with colleagues and/or parents	Professional relationships have been developed or maintained with colleagues, and/or parents on a limited basis.	Support and cooperation characterize professional relationships with colleagues and/or parents.	Teacher assumes a leadership role in developing professional relationships with colleagues, and/or parents.
Contributions	Little or no participation in school and district projects. Contractual obligations are not met.	Teacher participates in school and district projects on an occasional basis, sometimes works collaboratively with colleagues and meets contractual obligations.	Teacher participates in school and district projects, works collaboratively with colleagues and meets contractual obligations.	Teacher takes a leadership role in school and district projects, or volunteers in school or district events above and beyond contractual obligations.
Record Keeping	Records for maintaining student progress and procedural activities/duties are unorganized, incomplete and/or inaccurate.	Records for maintaining student progress and procedural activities/duties are sometimes unorganized, incomplete and/or inaccurate.	Records for maintaining student progress and procedural activities/duties are accurate and timely, and routinely communicated to parents.	Records reflect student academic and social growth and are reported to parents through a variety of venues. Teacher participates in district activities to monitor and evaluate record keeping effectiveness.
Professional Growth	Teacher does not actively participate in professional development activities. There is no evidence of new learning in classroom instruction.	Teacher participates in professional development activities to a limited extent. There is little evidence of new learning in classroom instruction.	Teacher actively participates in professional development activities to enhance knowledge and skills. Teacher implements new knowledge/skills into lessons.	Teacher seeks professional development activities to enhance knowledge and skills. Teacher may develop, present and/or conduct professional development activities.
Professionalism	Professional obligations are not met in a timely manner. Teacher does not participate in team/department/building/district decision making.	Professional obligations are often not met in a timely manner. Teacher rarely participates in team/department/building/district decision making.	Professional obligations are met in a timely manner. Teacher participates in team/department/building/district decision making.	Teacher takes a leadership role in team/department/building/district decision making.
Reflecting on Instruction	Teacher does not know if a lesson was effective and has no suggestions for how a lesson may be improved.	Teacher has a somewhat realistic impression of a lesson's effectiveness and makes general suggestions about how a lesson may be improved.	Teacher makes a realistic assessment of a lesson's effectiveness and makes a few specific suggestions for future lessons.	Teacher makes a realistic assessment of a lesson's effectiveness, citing appropriate examples and offering numerous specific suggestions for future lessons.

### Standard V: Demonstrating Student Growth

The effective teacher sets, works toward, and monitors student achievement goals.

Element	Levels of Performance			
	Ineffective	Minimally Effective	Effective	Highly Effective
Setting SMART Goals	Teacher does not set SMART goals.	SMART goals are not clear and assessment tools frequently do not measure goals.	SMART goals are clear and assessment tools are appropriate to the goal.	SMART goals are clear, assessment tools are appropriate to the SMART goal and are tied to past data.
Monitoring SMART Goal Data	Teacher does not have a Monitoring system for SMART goal data.	Teacher has a Monitoring system but it is not disaggregated by individual students.	Monitoring system accounts for individual students for both pre and post assessments.	Monitoring system accounts for details of individual students for both pre and post assessments.
Reporting SMART Goal Data	Teacher does not have SMART goal data.	SMART goal data is inaccurate or not based on the set assessment.	Teacher has SMART data from set assessments on students and class as a whole.	Teacher has SMART goal data from set assessments on students and class as a whole, and data is clear and easy to interpret.
SMART Goal #1 (Classroom/subject goal)	No students demonstrated growth toward SMART goal.	SMART goal is not met, but some students demonstrated growth.	Students met SMART goal.	Students met and exceeded SMART goal.
SMART Goal #2 (PLC team, grade level/subject area/department goal)	No students demonstrated growth toward SMART goal.	SMART goal is not met, but some students demonstrated growth.	Students met SMART goal.	Students met and exceeded SMART goal.
SMART Goal #3 (Building School Improvement goal) <b>*Will not be used to score final evaluation.</b>	Teacher does not support building SIP goal through class activities.	Teacher can verbally explain how their class activities support a building SIP goal.	Teacher can provide documentation of class activities that support a building SIP goal.	Teacher can provide documentation of multiple activities that support building SIP goal.