



**District of Columbia  
Office of the State Superintendent of Education**

**District of Columbia Model Teacher Evaluation Framework and Rubric**

**June 2015**

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## **Introduction**

The DC model teacher evaluation system, a collaborative project between OSSE, Thurgood Marshall Academy, and 13 other LEAs was launched on November 13, 2014. Over the past nine months, these stakeholders have convened as a planning committee, with monthly meetings consisting of professional development, language norming, and critical feedback regarding aspects of teacher evaluation. The goal of each meeting was to create a set of procedures and tools for use in the DC model teacher evaluation system. The result of this work has been the creation of a comprehensive teacher evaluation framework and associated rubric LEAs may use to assess the performance of their teachers. These documents are the foundation for the procedures, tools, and other applicable materials that comprise the DC model teacher evaluation system.

OSSE would like to thank the following DC LEAs for participating in the planning and design of the DC Model Teacher Evaluation System and the creation of the effective teaching framework and rubric that follow:

Thurgood Marshall Academy  
Center City Public Charter Schools  
DC Scholar Academies  
Community Academy Public Charter School  
Eagle Academy Public Charter School  
Washington Yu Ying Public Charter School  
Cedar Tree Public Charter School  
Washington Math Science Technology Public Charter High School  
Bridges Public Charter School  
Roots Public Charter School  
Sela Public Charter School  
National Collegiate Prep Public Charter High School  
IDEA Public Charter School  
Potomac Preparatory Charter School

## Model Teacher Evaluation Framework

The model teacher evaluation framework consists of a 26 domains grouped into five major categories; learning environment, instruction, planning & preparation, student achievement goals, and professional foundations. Each of these domains is divided into 74 smaller indicators. This framework serves multiple purposes throughout the teacher evaluation process including observation, feedback, and coaching. Supplemental materials and training regarding this framework will be provided to all schools opting to participate in the model teacher evaluation process.

DOMAIN	INDICATOR(S) <i>(OTHER INDICATORS MAY APPLY AS DETERMINED BY ACADEMIC DIRECTOR)</i>
<b>LEARNING ENVIRONMENT</b>	
Positive Relationships and Respect	<ul style="list-style-type: none"> <li>Teacher interacts with students in a fair and equitable manner, always using responsive and positive language when addressing student behavior.</li> <li>Teacher creates and maintains an environment of respect and rapport that results in all students engaging in respectful interactions with peers.</li> <li>Teacher creates and maintains a learning environment in which students are self-disciplined and take responsibility for their actions.</li> <li>Teacher establishes and maintains a consistently respectful environment for a diverse population of students.</li> </ul>
Procedures and Routines	<ul style="list-style-type: none"> <li>Teacher uses clear strategies to maximize instructional time and limit distractions, maintaining momentum even during transitions.</li> <li>Teacher directions and procedures are detailed and clear to students, consistently resulting in students engaging in procedures that maximize learning time and their own growth.</li> <li>Teacher sets explicit, rigorous, and consistent expectations and always holds all students accountable for meeting them.</li> </ul>
Cultural Proficiency	<ul style="list-style-type: none"> <li>Teacher is direct, specific and consistent in communicating the belief that all students are capable of learning.</li> </ul>
Physical Environment	<ul style="list-style-type: none"> <li>Teacher maintains a visually inviting classroom that is clean and organized to maximize student learning.</li> <li>Teacher promotes a content rich environment with appropriate and aligned content displayed to maximize student learning.</li> <li>Teacher displays student work that is aligned with school-specific expectations.</li> <li>Teacher arranges physical space in a way that is responsive to student needs and ensures students have access to instruction with limited distractions.</li> </ul>
<b>INSTRUCTION</b>	
Culture of learning	<ul style="list-style-type: none"> <li>Teacher exhibits enthusiasm for the content and students demonstrate consistent commitment to its value.</li> </ul>
Student Engagement	<ul style="list-style-type: none"> <li>Teacher consistently uses differentiation, scaffolding, age-appropriate activities, and varied resources to effectively meet the needs of all learners.</li> <li>Teacher effectively begins each lesson in a manner that immediately engages all students.</li> <li>Teacher uses strategies to activate prior knowledge, and draws on student experience to engage students in content.</li> <li>Teacher paces the lesson effectively, using it as a lever to ensure all students are</li> </ul>

	intellectually engaged.
Questioning Techniques	<ul style="list-style-type: none"> <li>• Teacher incorporates a range of questioning techniques that encourage deeper student understanding and mastery for all students.</li> <li>• Teacher facilitates discussions in which students initiate higher order questions, build on each other's responses and provide evidence for their thinking.</li> <li>• Teacher consistently uses varied strategies to check for understanding, including exit tickets, quizzes and other measures, to gauge student mastery.</li> </ul>
Execution of Lesson	<ul style="list-style-type: none"> <li>• Teacher facilitates an objective driven lesson with clear outcomes as evidenced by student performance.</li> <li>• Teacher executes a lesson structure aligned with the LEA's lesson framework using clear examples and appropriate language, as evidenced by student performance.</li> <li>• Teacher provides an opportunity for reflection and closure, and ensures mastery of lesson through a previously defined assessment of the content.</li> <li>• Teacher modifies instruction throughout the lesson to meet the needs of all students.</li> </ul>
Content Knowledge	<ul style="list-style-type: none"> <li>• Teacher displays extensive content knowledge by delivering accurate information and responding effectively to student questions or misunderstandings.</li> <li>• Teacher's content specific vocabulary is rigorous and developmentally appropriate such that students engage in precise, higher level discussion of content.</li> </ul>
Use of Assessments	<ul style="list-style-type: none"> <li>• Teacher consistently uses formal and informal, cumulative and summative assessment and analyzes assessment data on the spot to modify instruction.</li> </ul>
<b>Planning &amp; Preparation</b>	
Knowledge of Content & Pedagogy	<ul style="list-style-type: none"> <li>• Teacher displays a deep knowledge of the subject matter and a deep understanding of how students learn the content.</li> <li>• Teacher plans explicit connections to prior learning and facilitates connections to related content.</li> <li>• Teacher designs instruction that makes use of highly engaging learning resources tailored to the unique group of learners in the class.</li> </ul>
Knowledge of students	<ul style="list-style-type: none"> <li>• Teacher has a good grasp of child development and a deep understanding of how students learn, consistently employing developmentally appropriate, highly effective instructional strategies to meet the needs of the unique learners in his or her class(es).</li> <li>• Teacher consistently considers the needs of the various learners in the classroom in the planning, explicitly planning and preparing to meet the needs of all learners, including students with special needs and English Language Learners.</li> </ul>
Long-Term Instructional Planning	<ul style="list-style-type: none"> <li>• Teacher develops long term plans that are aligned to standards and external assessments, and that reflect the big ideas of the content.</li> <li>• Teacher sets long term instructional goals that are clear, rigorous and standards-aligned. The learning outcomes are differentiated and represent a high level of learning for the discipline.</li> </ul>
Daily Instructional Planning	<ul style="list-style-type: none"> <li>• Teacher designs daily instructional plans with activities that are driven by clear, achievable, rigorous, and measurable instructional outcomes and aligned with standards.</li> <li>• Teacher designs daily instructional plans that are relevant, motivating, likely to engage all students and are targeted to a range of learning styles and interests, and designed to maximize learning experiences and peer interaction.</li> </ul>

	<ul style="list-style-type: none"> <li>Teacher plans for the consistent use of varied strategies for checking for understanding, anticipates student misconceptions, and plans time within the lesson to clarify and make adjustments.</li> </ul>
Student Assessment	<ul style="list-style-type: none"> <li>Teacher designs high quality, informal assessments, aligned with standards and learning outcomes, and clear criteria for student performance. Assessment mechanisms provide immediate feedback to students about performance, facilitating student accountability.</li> <li>Teacher plans provide evidence of backwards planning and include a range of standards-aligned formal and informal assessments that provide meaningful information for use in collecting formative and summative data about student learning.</li> <li>Teacher analyzes assessment data, consistently draws meaningful conclusions, and modifies and differentiates instructional plans in response to achievement data.</li> </ul>
<b>STUDENT LEARNING OBJECTIVES</b>	
Student Learning Objective #1	<ul style="list-style-type: none"> <li>Teacher aligns assessments with instructional goals and uses assessment results to inform progress towards these goals.</li> <li>Teacher develops, analyzes and/or modifies strategies to promote growth based on data.</li> <li>Teacher presents evidence of curricular and instructional strategies and adjustments.</li> <li>Teacher meets deadlines for goal submission, provides necessary documentation, and has implemented strategies to meet goal.</li> <li>Teacher communicates assessments to students and students are aware of how they are meeting established standards.</li> </ul>
Student Learning Objective #2	<ul style="list-style-type: none"> <li>Teacher develops, analyzes and/or modifies strategies to promote growth based on data.</li> <li>Teacher presents evidence of curricular and instructional strategies and adjustments.</li> <li>Teacher meets deadlines for goal submission, provides necessary documentation, and has implemented strategies to meet goal.</li> </ul>
<b>PROFESSIONAL FOUNDATIONS</b>	
Department/grade level Contributions	<ul style="list-style-type: none"> <li>Teacher engages and participates in all department initiatives, attends all meetings prepared and supports all department endeavors. Teacher leads and brings innovative ideas to department /grade level initiatives.</li> <li>Teacher meets department /grade level deadlines 95-100% of the time.</li> </ul>
Lesson Plans	<ul style="list-style-type: none"> <li>Teacher submits complete, high-quality lesson plans on time.</li> <li>Teacher develops lesson plans that are specific and include links to student achievement goals, SPED objectives or other applicable mid-term or long-term goals</li> </ul>
Accepts Professional Feedback	<ul style="list-style-type: none"> <li>Teacher is a collaborative practitioner who seeks out feedback and suggestions in order to improve practice.</li> <li>Teacher participates in informal post-conference feedback as necessary and implements strategies and practices as needed.</li> <li>Teacher actively seeks out new ideas and engages with colleagues to figure out which instructional practices work best.</li> </ul>

School Contributions	<ul style="list-style-type: none"> <li>• Teacher actively participates in program development and implementation of school-wide goals and programs.</li> <li>• Teacher is consistently involved in school-wide activities (e.g. committees, departments, programs, etc.) demonstrating significant contribution to the overall school program outside of scheduled work hours and class requirements.</li> <li>• Teacher supports academic referral process and student discipline programs.</li> </ul>
Professional development & Individual professional growth	<ul style="list-style-type: none"> <li>• Teacher attends and engages in professional development and/or professional learning communities both within and outside the school building including mentor/mentee relationships.</li> <li>• Teacher seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.</li> </ul>
Family contacts and communication	<ul style="list-style-type: none"> <li>• Teacher initiates and documents appropriate, professional, and timely family contact with virtually all parents, including those who are hard to reach.</li> <li>• Teacher addresses student and family concerns in a timely and successful manner</li> <li>• Teacher attends and actively participates in all family involvement events.</li> <li>• Teacher shows sensitivity and respect for families, community, school culture, values, and beliefs.</li> </ul>
Record Keeping	<ul style="list-style-type: none"> <li>• Teacher keeps meticulous instructional and non-instructional records.</li> <li>• Teacher responds to administrative correspondences and requests promptly and accurately.</li> <li>• Teacher records and documents accurate student attendance and grades per set deadlines and policies.</li> </ul>
Professionalism	<ul style="list-style-type: none"> <li>• Teacher always maintains professional, ethical behavior with colleagues and administration.</li> <li>• Teacher's appearance and language is always professional and appropriate to job assignment.</li> <li>• Teacher meticulously adheres to school, state and federal school guidelines including any contractual obligations.</li> </ul>
Attendance	<ul style="list-style-type: none"> <li>• Teacher's attendance is dependable and punctual to work and corresponding activities.</li> <li>• Teacher adheres to the protocol on absences and tardiness 95-100%.</li> <li>• Teacher does not exceed allotted leave.</li> <li>• Teacher provides high-quality substitute plans when they are not in attendance.</li> </ul>

## Model Teacher Evaluation Rubric

The model teacher evaluation rubric provides definitions of effectiveness for each indicator of the framework. Effectiveness definitions include four domains (highly effective, effective, minimally effective, and ineffective). The teacher evaluation rubric serves multiple purposes throughout the teacher evaluation process including observation, feedback, and coaching. Supplemental materials and training regarding this framework will be provided to all schools opting to participate in the model teacher evaluation process.

Learning Environment: Positive Relationships and Respect			
Ineffective	Minimally Effective	Effective	Highly Effective
Teacher does not interact with students in a fair and equitable manner, rarely (or never) using responsive and positive language when addressing student's behavior	Teacher attempts to interact with students in a fair and equitable manner. Teacher attempts to use responsive and positive language when addressing student's behavior but attempts are not effective.	Teacher interacts with students in a fair and equitable manner, regularly using responsive and positive language when addressing students' behavior.	Teacher interacts with students in a fair and equitable manner, always using responsive and positive language when addressing student behavior.
Teacher does not create or model an environment of respect and rapport and student frequently engage in disrespectful interactions with peers.	Teacher attempts to create an environment of respect and rapport, however, students frequently engage in disrespectful interactions with peers.	Teacher creates an environment of respect and rapport that result in most students engaging in respectful interactions with peers.	Teacher creates and maintains an environment of respect and rapport that results in all students engaging in respectful interactions with peers.
Teacher does not attempt to develop students' self-discipline, with all students dependent on the teacher for behavior.	Teacher attempts to develop students' self-discipline and responsibility with mixed results.	Teacher develops students' self-discipline and teaches them to take responsibility for their own actions.	Teacher creates and maintains a learning environment in which students are self-disciplined and take responsibility for their actions.
Teacher demonstrates a lack of sensitivity and does not establish a respectful environment for a diverse population of students; the classroom is frequently chaotic and not safe for all students.	Teacher sometimes shows a lack of sensitivity and does not establish a consistently respectful environment for a diverse population of students.	Teacher consistently demonstrates sensitivity to a diverse population and ensures that students treat one another with respect.	Teacher establishes and maintains a consistently respectful environment for a diverse population of students.

**Learning Environment: Procedures and Routines**

<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
Teacher does not make an attempt to use strategies to maximize instructional time	Teacher makes some attempts to use strategies to maximize instructional time, although ineffective in limiting distractions and disruptions to the flow of the lesson.	Teacher uses strategies to maximize instructional time, but there are some distractions to the flow of the lesson.	Teacher uses clear strategies to maximize instructional time and limit distractions, maintaining momentum even during transitions.
Teacher shows little to no evidence of clear directions or procedures for students, consistently resulting in time off task and/or a lack of maximized learning time.	Teacher directions create confusion or do not go far enough to create a sense of clarity for students. Lack of clarity inhibits fully maximized learning opportunities for students.	Teacher directions and procedures are mostly detailed and clear to students and lead to most students engaging in procedures that maximize learning time and their own growth.	Teacher directions and procedures are detailed and clear to students, consistently resulting in students engaging in procedures that maximize learning time and their own growth.
Teacher comes up with ad-hoc rules and consequences as events unfold in the classroom; students cannot articulate the teacher's expectations.	Teacher announces and posts classroom rules and consequences, inconsistently holding students accountable for meeting expectations.	Teacher clearly communicates and consistently enforces high expectations, typically holding students accountable for meeting them.	Teacher sets explicit, rigorous, and consistent expectations and always holds all students accountable for meeting them.

**Learning Environment: Cultural Proficiency**

<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
Teacher is not direct, specific and/ or consistent in communicating the belief that all students are capable of learning.	Teacher makes an attempt to communicate belief that students are capable of learning, although the message is lacking directness, specificity and/ or consistency.	Teacher communicates a belief that all students are capable of learning, although the message is not always direct and specific to students.	Teacher is direct, specific and consistent in communicating the belief that all students are capable of learning.

**Learning Environment: Physical Environment**

<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
Teacher does not maintain a classroom that is clean and organized.	Teacher attempts to create a visually inviting classroom that is clean and organized.	Teacher creates a visually inviting classroom that is clean and organized but sometimes struggles to maintain it throughout the year.	Teacher maintains a visually inviting classroom that is clean and organized to maximize student learning.
Teacher does not promote a content rich environment with appropriate and aligned content displayed.	Teacher attempts to promote a content rich environment; however, the content displayed does not maximize student learning.	Teacher maintains a content rich environment with appropriate content displayed.	Teacher promotes a content rich environment with appropriate and aligned content displayed to maximize student learning.
Teacher does not display any student work.	Teacher displays student work that is not aligned with school-specific expectations.	Teacher displays student work that is aligned with school-specific expectations.	Teacher displays student work that is aligned with school-specific expectations.
Teacher arranges the physical space in a way that is not responsive to student needs. The space does not support students' access to instruction or eliminate distractions.	Teacher attempts to arrange the physical space in a way that is responsive to students' needs; however, the arrangement does not ensure students have access to instruction with limited distractions.	Teacher arranges physical space in a way that is responsive to most students' needs and ensures that most students have access to instruction with limited distractions.	Teacher arranges physical space in a way that is responsive to student needs and ensures students have access to instruction with limited distractions.

**Delivery of Instruction: Culture of Learning**

<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
Teacher shows little to no enthusiasm for the content, leading to lack of commitment on the part of the students to value it.	Although the teacher generally exhibits enthusiasm for the content, students do not demonstrate consistent commitment to its value.	Teacher mostly exhibits enthusiasm for the content and most students demonstrate consistent commitment to its content.	Teacher exhibits enthusiasm for the content and students demonstrate consistent commitment to its value.

**Delivery of Instruction: Student Engagement**

<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
Teacher does not use differentiation, scaffolding, age-appropriate activities, or varied resources to meet the needs of all learners.	Teacher demonstrates some evidence of the use of differentiation, scaffolding, age-appropriate activities, and varied resources and meets the needs of some learners.	Teacher regularly uses differentiation, scaffolding, age-appropriate activities, and varied resources to meet the needs of most learners.	Teacher consistently uses differentiation, scaffolding, age-appropriate activities, and varied resources to effectively meet the needs of all learners.
Teacher shows little to no evidence of consistently engaging students in the beginning of the lesson.	Teacher makes an attempt to begin a lesson in an engaging manner, the implementation is not consistent.	Teacher begins each lesson in a manner that engages most students.	Teacher effectively begins each lesson in a manner that immediately engages all students.
Teacher does not activate prior knowledge or acknowledge students' experiences in instruction.	Teacher makes an attempt to activate prior knowledge but fails to go far enough to engage students in content.	Teacher uses strategies that activate prior knowledge of students in effective manner.	Teacher uses strategies to activate prior knowledge, and draws on student experience to engage students in content.
Teachers does not effectively use pacing to support student engagement.	Teacher attempts to pace the lesson but is unable to use it as a lever to ensure students are engaged.	Teacher paces the lesson effectively, using it as a lever to ensure most students are intellectually engaged.	Teacher paces the lesson effectively, using it as a lever to ensure all students are intellectually engaged.

**Delivery of Instruction: Questioning Techniques**

<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
Teacher rarely or doesn't use a range of questioning techniques that encourage deeper student understanding and mastery.	Teacher asks a range of questions but rarely gets at deep student understanding or teacher doesn't use a variety of questioning techniques.	Teacher incorporates a range of questioning techniques that encourage deeper student understanding and mastery.	Teacher incorporates a range of questioning techniques that encourage deeper student understanding and mastery for all students.
Teacher does not facilitate discussions. Instruction is teacher directed.	Teacher attempts to facilitate discussions, but students are not responding to each other.	Teacher facilitates discussions in which students initiate higher order questions, build on each other's responses.	Teacher facilitates discussions in which students initiate higher order questions, build on each other's responses and provide evidence for their thinking.
Teacher does not check for understanding.	Teacher checks for understanding, but doesn't use a variety of strategies or the checks don't provide sufficient information about student understanding.	Teacher consistently uses varied strategies to check for understanding and gets an accurate pulse.	Teacher consistently uses varied strategies to check for understanding, including exit tickets, quizzes and other measures, to gauge student mastery.

<b>Delivery of Instruction: Execution of Lesson</b>			
<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
Teacher does not facilitate an objective driven lesson with clear outcomes that are communicated to students.	Teacher attempts to facilitate an objective driven lesson but the outcomes are not clear nor communicated to students.	Teacher facilitates an objective driven lesson with clear outcomes that are communicated to students.	Teacher facilitates an objective driven lesson with clear outcomes as evidenced by student performance.
Teacher does not execute a lesson structure using clear examples, appropriate language, and examples aligned with the school's lesson framework.	Teacher executes a lesson structure using limited examples, minimally appropriate language, and few examples aligned with the school's lesson framework.	Teacher executes a lesson structure using clear examples, appropriate language, and examples aligned with the school's lesson framework.	Teacher executes a lesson structure aligned with the LEA's lesson framework using clear examples and appropriate language, as evidenced by students' performance.
Teacher does not provide an opportunity for reflection and closure on the lesson to consolidate student understanding.	Teacher provides limited opportunity for reflection and closure on the lesson to consolidate student understanding.	Teacher provides an opportunity for reflection and closure on the lesson to consolidate student understanding.	Teacher provides an opportunity for reflection and closure, and ensures mastery of lesson through a previously defined assessment of the content.
Teacher does not modify the lesson when needed.	Teacher attempts to modify the lesson, but the modification doesn't support student learning.	Teacher modifies instruction throughout the lesson to meet the needs of most students.	Teacher modifies instruction throughout the lesson to meet the needs of all students.

<b>Delivery of Instruction: Content Knowledge</b>			
<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
Teacher does not display extensive content knowledge, as evidenced by not delivering accurate information nor responding effectively and/ or sufficiently to student questions or misunderstandings.	Teacher displays some content knowledge; however, teacher delivers some inaccurate information and/or struggles to respond effectively or accurately to student questions or misunderstandings	Teacher displays content knowledge by delivering accurate information and responding effectively to most student questions or misunderstandings.	Teacher displays extensive content knowledge by delivering accurate information and responding effectively to student questions or misunderstandings.
Teacher does not utilize content specific vocabulary and/or students do not engage in precise, higher level discussion of content	Teacher inconsistently uses content specific vocabulary; few students are able to engage in precise, higher level discussion of content	Teacher's content specific vocabulary is rigorous and developmentally appropriate, such that most students engage in precise, higher level discussion of content	Teacher's content specific vocabulary is rigorous and developmentally appropriate such that students engage in precise, higher level discussion of content

**Delivery of Instruction: Use of Assessments**

<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
Teacher does not use formal and informal, cumulative and summative assessment results to analyze data or to modify instruction.	Teacher attempts to use formal and informal, cumulative and summative assessments but ineffectively uses the results to modify instruction.	Teacher uses formal and informal, cumulative and summative assessment results to inform planning and sometimes is able to modify instruction on the spot.	Teacher consistently uses formal and informal, cumulative and summative assessment and analyzes assessment data on the spot to modify instruction.

**Planning and Preparation: Knowledge of Content and Pedagogy**

<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
Teacher makes content errors in instructional plans and displays little or no understanding of the range of pedagogical approaches suitable to student learning.	Teacher is familiar with important concepts but lacks awareness of the connection between concepts. Teacher's instructional plans reflect some inaccurate or incomplete knowledge and a limited range of pedagogical approaches.	Teacher displays knowledge of the most important concepts. Teacher's instructional plans reflect a good grasp of how students learn and a familiarity with a range of effective pedagogical approaches.	Teacher displays a deep knowledge of the subject matter and a deep understanding of how students learn the content.
Teacher plans lesson by lesson and does not link learning to deeper connections within and across content	Teacher's instructional plans sometimes draw connections across and within content.	Teacher's instructional plans consistently facilitate processes for students to make connections to prior learning.	Teacher plans explicit connections to prior learning and facilitates connections to related content.
Teacher is unaware of resources that would assist student learning beyond the materials directly provided by the school.	Teacher displays some awareness of resources that assist student learning but does not regularly make use of these resources.	Teacher displays an awareness of the range of resources, seeks out the resources and incorporates them into instructional plans.	Teacher designs instruction that makes use of highly engaging learning resources tailored to the unique group of learners in the class.

**Planning and Preparation: Knowledge of Students**

<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
Teacher displays minimal knowledge of how students learn content, targeting instruction to the class as a whole and not consistently considering the most effective strategies to meet the needs of the unique learners in his / her class(es).	Teacher displays generally accurate knowledge of how students typically learn and might apply this knowledge to class as a whole but does not individualize instruction to the unique needs of the learners in his / her class(es).	Teacher attains information about development for groups of students and seeks to acquire knowledge about his or her students' varied approaches to learning.	Teacher has a good grasp of child development and a deep understanding of how students learn, consistently employing developmentally appropriate, highly effective instructional strategies to meet the needs of the unique learners in his or her class(es).
Teacher has little knowledge of the different approaches to teaching and learning in the content, and has limited knowledge of how to plan instruction to meet the needs of students with special needs and / or English Language Learners.	Teacher maintains generally accurate knowledge of his or her students' needs and their varied approaches to learning but does not consistently individualize instruction to meet the unique needs of all students.	Teacher purposefully acquires knowledge about students with unique needs and seeks to learn about the approaches to teaching and learning that would be most effective for the range of learners in his / her class(es).	Teacher consistently considers the needs of the various learners in the classroom in the planning, explicitly planning and preparing to meet the needs of all learners, including students with special needs and English Language Learners.

**Planning and Preparation: Long-Term Instructional Planning**

<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
Teacher does not develop long term plans and has little familiarity with standards and with external assessments.	Teacher develops some long term plans that do not stretch across the complete length of the course and / or are not aligned to standards, external assessments and / or the big ideas of the content.	Teacher develops long terms plans so that students are prepared for external assessments and have a grasp on the content's big ideas.	Teacher develops long term plans that are aligned to standards and external assessments, and that reflect the big ideas of the content.
Teacher does not set long term instructional goals and students do not have clarity about what they can expect to learn. The learning outcomes represent low expectations and a lack of rigor. The planning is suitable for only some students.	Teacher sets some instructional goals and students have a vague sense of these goals. The learning outcomes represent moderately high expectations and rigor and are suitable for most students in the class.	Teacher sets long term goals and clarifies these goals for students. The learning outcomes represent rigorous and important learning that is differentiated for different groups of students.	Teacher sets long term instructional goals that are clear, rigorous and standards-aligned. The learning outcomes are differentiated and represent a high level of learning for the discipline.

**Planning and Preparation: Daily Instructional Planning**

<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
Teacher plans lessons with activities that are poorly connected to each other and are not aligned with instructional outcomes.	Teacher designs lessons with some consideration of long term goals, the activities and materials are somewhat connected and aligned with the instructional outcomes.	Teacher designs daily lessons that are aligned with bigger goals and most learning activities are aligned with measurable, instructional outcomes.	Teacher designs daily instructional plans with activities that are driven by clear, achievable, rigorous, and measurable instructional outcomes and aligned with standards.
Teacher plans lessons with no differentiation and / or opportunities for students to construct meaning together.	Teacher plans lessons that will engage some students and represent some thought about grouping students to differentiate and facilitate peer interaction.	Teacher designs highly engaging daily instructional plans that effectively group students and facilitate peer interaction for maximized learning experiences for almost all students.	Teacher designs daily instructional plans that are relevant, motivating, likely to engage all students and are targeted to a range of learning styles and interests, and designed to maximize learning experiences and peer interaction.
Teacher does not plan to check for understanding or plans to use ineffective methods to check for understanding (rhetorical questions) and does not plan to account for mid-course adjustments during lesson.	Teacher plans to use imprecise methods to check for understanding (i.e. thumbs up, call and response) and inconsistently plans to account for mid-course adjustments during lessons.	Teacher plans to frequently check for understanding, and plans time within the lesson to clarify and make adjustments.	Teacher plans for the consistent use of varied strategies for checking for understanding, anticipates student misconceptions, and plans time within the lesson to clarify and make adjustments.

<b>Planning and Preparation: Student Assessment</b>			
<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
Teacher does not design informal assessments regularly and / or does not provide criteria for assessing student performance.	Teacher designs informal assessments that are not clearly aligned with standards and learning outcomes and/or criteria for student performance are unclear.	Teacher designs high quality, informal assessments, aligned with standards and learning outcomes, and clear criteria for student performance.	Teacher designs high quality, informal assessments, aligned with standards and learning outcomes, and clear criteria for student performance. Assessment mechanisms provide immediate feedback to students about performance, facilitating student accountability.
Teacher plans do not include assessments of student learning or assessments are not aligned to learning outcomes.	Teacher plans include basic assessments that provide limited information about student learning or are only tangentially aligned to student learning outcomes.	Teacher plans include a range of standards-aligned formal and informal assessments that provide meaningful information for use in collecting formative and summative data about student learning.	Teacher plans provide evidence of backwards planning and include a range of standards-aligned formal and informal assessments that provide meaningful information for use in collecting formative and summative data about student learning.
Teacher records student assessment data and does not modify instructional plans.	Teacher records student assessment data and notices some patterns. Teacher sometimes modifies instructional plans in response to achievement data.	Teacher analyzes assessment data, consistently draws meaningful conclusions and modifies instructional plans in response to achievement data.	Teacher analyzes assessment data, consistently draws meaningful conclusions, and modifies and differentiates instructional plans in response to achievement data.

<b>Professional Foundations: Department/Grade Level Contributions</b>			
<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
Teacher does not engage and rarely participates in department/grade level initiatives, frequently missing department meetings and not supporting department endeavors.	Teacher occasionally collaborates with other members of the department/grade level including attendance at department meetings but unenthusiastic or uneven support for department endeavors.	Teacher collaborates with other members of the department/grade level including attendance at meetings and support for department endeavors.	Teacher engages and participates in all department initiatives, attends all meetings prepared and supports all department endeavors. Teacher leads and brings innovative ideas to department /grade level initiatives.
Teacher meets department /grade level deadlines <80% of the time.	Teacher meets department /grade level deadlines 80-90% of the time.	Teacher meets department /grade level deadlines 90-95% of the time.	Teacher meets department /grade level deadlines 95-100% of the time.

<b>Professional Foundations: Lesson Plans</b>			
<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
Teacher rarely submits lesson plans <80%, when they do, the plans are neither high-quality nor on time.	Teacher submits complete lesson plans which are either low-quality or frequently not on time.	Teacher submits complete, high-quality lesson plans on time 90-95% of the time.	Teacher submits complete, high-quality lesson plans <u>on time 95-100% of the time.</u>
Teacher created lesson plans are neither specific nor link to specific goals.	Teacher attempts to create lesson plans which link to goals, but the plans are either nonspecific or do not link to relevant goals.	Teacher includes many links to relevant achievement goals, SPED objectives or other applicable mid-term or long-term goals.	Teacher develops lessons plans that are specific and include links to student achievement goals, SPED objectives or other applicable mid-term or long-term goals.

<b>Professional Foundations: Accepts Professional Feedback</b>			
<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
Teacher is not collaborative practitioner and refuses to accept informal feedback.	Teacher is a somewhat defensive practitioner who only listens to feedback when he/she is required to do so.	Teacher is a collaborative practitioner who willingly accepts informal feedback from assigned administrators.	Teacher is a collaborative practitioner who seeks out feedback and suggestions in order to improve practice.
Teacher is not an active participant in informal post-conference feedback and rarely attempts to incorporate suggested strategies and practices.	Teacher participates in informal post-conference feedback and attempts to incorporate suggested strategies, but is inconsistent and ineffective in actually implementing these strategies and practices.	Teacher participates in informal post-conference feedback and implements most of suggested strategies and practices.	Teacher participates in informal post-conference feedback as necessary and implements strategies and practices as needed.
Teacher does not seek out any support and is not open to ideas for improving instructional practice.	Teacher occasionally seeks out appropriate channels of support.	Teacher seeks appropriate channels of support as necessary.	Teacher actively seeks out new ideas and engages with colleagues to figure out which instructional practices work best.

<b>Professional Foundations: School Contributions</b>			
<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
Teacher does not participate in program development, change, and implementation of school-wide goals and progress.	Teacher will only participate in program development, change, and implementation of school-wide goals and progress when asked.	Teacher shares responsibility for program development, change, and implementation of school-wide goals and programs.	Teacher actively participates in program development, change, and implementation of school-wide goals and programs.
Teacher does not participate in school-wide activities (e.g. committees, departments, programs, etc.).	Teacher will participate in some school-wide activities (e.g. committees, departments, programs, etc.).	Teacher is consistently involved in school-wide activities (e.g. committees, departments, programs, etc.).	Teacher is consistently involved in school-wide activities (e.g. committees, departments, programs, etc.) demonstrating significant contribution to the overall school program outside of scheduled work hours and class requirements.
Teacher does not support the academic referral process and student discipline programs.	Teacher inconsistently supports the academic referral process and student discipline programs.	Teacher supports academic referral process and student discipline programs most of the time.	Teacher supports academic referral process and student discipline programs all of the time.

<b>Professional Foundations: Professional Development &amp; Individual Professional Growth</b>			
<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
Teacher rarely attends professional development and is not open to new ideas for improving practice.	Teacher attends some professional development only when required or persuaded to do so.	Teacher attends and engages in professional development and/or professional learning communities both within and outside the school building.	Teacher attends and engages in professional development and/or professional learning communities both within and outside the school building including mentor/mentee relationships.
Teacher does not attempt to incorporate effective teaching ideas from colleagues, workshops and other sources.	Teacher attempts to incorporate effective teaching ideas from colleagues, workshops and other sources, with limited success.	Teacher incorporates effective teaching ideas from colleagues, workshops and other sources and implements them well.	Teacher actively seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.

<b>Professional Foundations: Family Contact &amp; Communication</b>			
<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
Teacher makes little or no effort to contact parents.	Teacher attempts to contact families but is inconsistent and/or does not document these contacts.	Teacher initiates and documents appropriate, professional, and timely family contact.	Teacher initiates and documents appropriate, professional, and timely family contact with virtually all parents, including those who are hard to reach.
Teacher does not respond to student and family concerns.	Teacher is slow to respond to student and family concerns.	Teacher addresses student and family concerns in a timely manner.	Teacher addresses student and family concerns in a timely and successful manner.
Teacher does not attend or participates in family involvement events.	Teacher attends and participates in some family involvement events.	Teacher attends and participates in all family involvement events.	Teacher attends and actively participates in all family involvement events.
Teacher is often insensitive to the beliefs of families.	Teacher attempts to show respect and sensitivity for beliefs of families, but occasionally shows a lack of sensitivity.	Teacher communicates to families with respect and sensitivity.	Teacher shows sensitivity and respect for families, community, school culture, values and beliefs.

<b>Professional Foundations: Record Keeping</b>			
<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
Teacher does not keep accurate instructional and non-instructional records.	Teacher keeps records which are incomplete or include errors.	Teacher keeps accurate instructional and non-instructional records.	Teacher keeps meticulous instructional and non-instructional records.
Teacher does not respond accurately or promptly to administrative correspondences.	Teacher's responses to administrative correspondences are frequently late and inaccurate.	Teacher responds to administrative correspondences punctually and accurately.	Teacher responds to administrative correspondences and requests promptly and accurately.
Teacher infrequently records student attendance and grades.	Teacher records student attendance and grades but frequently misses deadlines and/or does not follow school policies.	Teacher records accurate student attendance and grades per set deadlines and policies.	Teacher records and documents accurate student attendance and grades per set deadlines and policies.

<b>Professional Foundations: Professionalism</b>			
<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
Teacher acts unprofessionally or unethically with colleagues and administration.	Teacher occasionally does not act in a professional or ethical manner with colleagues and administration.	Teacher adheres to standards of professional, ethical behavior with colleagues and administration.	Teacher always maintains professional, ethical behavior with colleagues and administration.
Teacher frequently dresses or uses language which is not professional or appropriate.	Teacher sometimes dresses or uses language which is not professional or appropriate.	Teacher's appearance and language adheres to professional and appropriate standards of the job assignment.	Teacher's appearance and language is always professional and appropriate to job assignment.
Teacher frequently does not adhere to school, state and federal school guidelines including any contractual obligations.	Teacher inconsistently adheres to school, state and federal school guidelines including any contractual obligations.	Teacher adheres to school, state and federal school guidelines including any contractual obligations.	Teacher meticulously adheres to school, state and federal school guidelines including any contractual obligations.

<b>Professional Foundations: Attendance</b>			
<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
Teacher's attendance is unreliable and chronically tardy to work and corresponding activities.	Teacher's attendance is not dependable and has the tendency to be tardy to work and corresponding activities.	Teacher's attendance is generally dependable and punctual to work and corresponding activities.	Teacher's attendance is dependable and punctual to work and corresponding activities.
Teacher adheres to the protocol on absences and tardiness >80%.	Teacher adheres to the protocol on absences and tardiness 80-90%.	Teacher adheres to the protocol on absences and tardiness 90-95%.	Teacher adheres to the protocol on absences and tardiness 95-100%.
Teacher exceeds allotted leave by 2+ days without any documentation.	Teacher exceeds allotted leave by 1-2 days or has extenuating circumstances.	Teacher uses up to maximum amount of allotted leave.	Teacher does not exceed allotted leave.
Teacher rarely provides substitute plans.	Teacher does not always provide substitute plans.	Teacher always provides substitute plans which account for the full class period.	Teacher provides high-quality substitute plans when they are not in attendance.