

Performance Based Teacher Evaluation

The Performance-Based Teacher Evaluation Tool used by Ritenour School District to evaluate the effectiveness of teachers is based upon the Framework for Teaching from the Danielson Group, as well as support from Ritenour's Cultural Competency Committee and Board of Education.

The tool consists of 4 Domains (Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities), each with descriptors that further define that Domain.

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Domain 1: Planning and Preparation

1a Demonstrating Knowledge of the Content, Structure of the Content, and Pedagogy			
<i>UNSATISFACTORY</i>	<i>BASIC</i>	<i>PROFICIENT</i>	<i>DISTINGUISHED</i>
Teacher is not familiar with the core concepts in the discipline and displays a lack of awareness of how these concepts relate to one another and content-specific pedagogy.	Teacher is familiar with the core concepts in the discipline but displays minimal awareness of how these concepts relate to one another and content-specific pedagogy.	Teacher displays clarity of knowledge of the core concepts in the discipline, their relationships to one another, and content-specific pedagogy.	Teacher displays extensive knowledge of the core concepts in the discipline and how these relate to one another and to other disciplines through thoughtful implementation of the most effective pedagogical approaches.
Additional Descriptors for Proficiency Levels			
<ul style="list-style-type: none"> •Lacks content knowledge and makes errors in explanations to students. •Answers questions incorrectly or avoids answering, and does not correct student errors. •Does not recognize important content concepts and cannot relate them to each other. •Makes insufficient effort to improve content knowledge. 	<ul style="list-style-type: none"> •Has some understanding of important concepts but has difficulty explaining the relationships to students. •Answers questions minimally, and usually corrects student errors. •Is able to identify important concepts but does not relate them to each other. •Collaborates with other teachers to improve limited content knowledge. 	<ul style="list-style-type: none"> •Displays mastery of content knowledge and concepts and consistently explains them to students in multiple, clear ways, both verbally and in writing. •Answers questions accurately with multiple explanations, corrects student errors and helps them understand their errors, and checks for understanding. •Identifies important concepts and relates them to others within the discipline and to concepts in other disciplines. 	<ul style="list-style-type: none"> •Displays extensive mastery of content knowledge and concepts and consistently explains them to students in multiple, clear ways, both verbally and in writing. •Answers questions accurately with multiple explanations, helps students correct and understand their errors, and checks for understanding. •Assists students in identifying important concepts and relates them to other concepts within the discipline and to concepts in other disciplines. •Maintains and uses a high level of content knowledge and coaches, mentors, and provides professional development on the content for others.

1b Demonstrating Knowledge of Individual Students			
<i>UNSATISFACTORY</i>	<i>BASIC</i>	<i>PROFICIENT</i>	<i>DISTINGUISHED</i>
Teacher displays little or no knowledge of students' skills, knowledge, language proficiencies, learning and medical needs, and identities, including cultural heritages and interests, and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, language proficiencies, learning and medical needs, and identities, including cultural heritages and interests, but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, language proficiencies, learning and medical needs, and identities, including cultural heritages and interests, and displays this knowledge for groups of students. Teacher plans for student opportunities to share their perspectives and ideas about the content and gathers feedback to use in lesson planning.	The teacher uses their extensive knowledge of students, including their skills, knowledge, language proficiencies, learning and medical needs, and identities, including cultural heritages and interests, to support academic and personal success. Students have authentic opportunities to share their perspectives and ideas about the content.
Additional Descriptors for Proficiency Levels			
<ul style="list-style-type: none"> •No consideration is given to students' cultures, interests, needs, skill levels, and learning preferences. Instruction is designed with no consideration for the student population. •Individualization/differentiation is absent from the lesson. •Resources have been selected that are not culturally sensitive and do not take into account the cultures of students. •There is little/no evidence that relationships have been developed between the teacher and students. •Instruction is designed with no consideration given to relevant data sources. •Student choice is not provided for assignments. 	<ul style="list-style-type: none"> •Minimal consideration of students' cultures, interests, special needs, skill levels, and learning preferences when planning lessons, units, and instructional outcomes for students. •Minimal individualization has been planned. •Some culturally sensitive resources and materials have been incorporated in the lesson plan, but they may not be sufficient for the makeup of the class. •Limited information about students is used to meet the needs of student groups. Little evidence is seen that indicates the teacher has developed relationships with students. •Limited data sources are used to inform student groupings and lessons. •Choices are provided for assignments but were not developed with student input. •Basic differentiation of learning experiences is provided but reflects only basic groups (i.e., low, average, high). 	<ul style="list-style-type: none"> •Considers students' cultures, interests, special needs, skill levels, and learning preferences when planning lessons, units, and instructional outcomes for students, and individualizes effectively. •Examines and uses culturally sensitive resources and materials for lesson planning. •Gathers information about students through observations and relationship building and uses that information to meet the needs of student groups. •Uses data sources to draw conclusions about groups of students and to plan instruction. •Collaborates with students to develop choices for assignments. •Provides culturally sensitive learning experiences that are sensitive to the special needs and skill levels of each student, based on individual student assessments, and maximizes each student's chances of achieving higher level outcomes. •Differentiates the learning experiences so that each student can work toward achieving the outcomes. 	<ul style="list-style-type: none"> •Consistently takes into account students' cultures, interests, needs, skill levels, and learning preferences when planning lessons, units, and instructional outcomes. •Assignments are consistently individualized for students based on a variety of data sources. •Multiple culturally sensitive resources are incorporated in lesson/unit/assignment development. •A deep understanding of students/student groups is evident, and strong/authentic relationships are demonstrated between the teacher and students. •Multiple data sources are used both by the teacher and students for instructional purposes. •Students routinely have choices in assignments that are based on their individual skills and interests. •Consistently considers and includes cultural heritage and interests of students when planning lessons and units and leads students to an appreciation of each others' heritage and interests. •Consistently examines and uses culturally sensitive resources and materials for lesson planning and is a resource to others for culturally sensitive materials.

1c Setting Instructional Objectives - Value, Sequence, Alignment, and Suitability for Diverse Learners

<i>UNSATISFACTORY</i>	<i>BASIC</i>	<i>PROFICIENT</i>	<i>DISTINGUISHED</i>
Planned outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning and are suitable for only some learners.	Most planned outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning and are suitable for most learners.	Planned outcomes represent high expectations, rigor, and important learning in the discipline. Outcomes are connected to a sequence of learning and are suitable for all learners.	All outcomes represent high expectations, rigor, and important learning in the discipline. Outcomes are suitable for all learners, and are connected to a sequence of learning both in the observed discipline, as well as in related disciplines.

Additional Descriptors for Proficiency Levels

<ul style="list-style-type: none"> •Does not use, or uses ineffectively, national, state, and local standards to formulate learning targets. •Learning targets reflect a lack of understanding and display limited or no connection between lessons and unit. •Learning targets show no connection to students' prior knowledge or future learning. •Lesson plan lacks reference to previous lessons and units. 	<ul style="list-style-type: none"> •References national, state, and local standards to formulate learning targets. •Learning targets reflect some understanding of major ideas but make only limited connections between lessons and unit. •Learning targets are sometimes disjointed and lack connection to students' prior knowledge and future learning. •Lesson plan exhibits limited reference to previous lessons and units. 	<ul style="list-style-type: none"> •Regularly uses national, state, and local standards to develop learning targets and facilitates students' understanding of the relationship between the learning targets and standards. •Develops learning targets that incorporate the major ideas of the discipline and connect to major ideas of other disciplines. •Develops learning targets that are scaffolded, build on prior learning, and establish a foundation for future learning in related disciplines. •Creates lesson plans that show the use of curricular frameworks, blueprints, or other references to ensure accurate sequencing of learning targets in the discipline. 	<ul style="list-style-type: none"> •Consistently uses national, state, and local standards to develop learning targets consistent with the standards, and facilitates students' understanding of the relationship between the learning targets and standards. •Learning targets incorporate the major ideas of the discipline and explicitly connect them to major ideas of other disciplines. •Learning targets are scaffolded, build on prior learning, and explicitly establish a foundation for future learning in related disciplines. •Lesson plans show use of curricular frameworks, blueprints, or other references to ensure accurate sequencing of learning targets in the discipline and is evident to students.
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1d Demonstrating Knowledge of Resources for Classroom Use to Extend Content Knowledge and Pedagogy			
<i>UNSATISFACTORY</i>	<i>BASIC</i>	<i>PROFICIENT</i>	<i>DISTINGUISHED</i>
Teacher is unaware of resources for classroom use available through the school or district, and resources available more broadly. Teacher does not use multiple-perspective resources.	Teacher is mostly aware of and typically uses resources available through the school or district, but may not have knowledge of resources available more broadly. Teacher may not consistently use resources with multiple perspectives.	Teacher's knowledge of multiple-perspective resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and credible online resources.	Teacher's knowledge of multiple-perspective resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and credible online resources. Teacher displays extensive knowledge of important and culturally relevant concepts in the discipline, how these relate to one another and to other disciplines.

Additional Descriptors for Proficiency Levels			
<ul style="list-style-type: none"> •Only a single perspective is represented in the classroom resources. No regard for multiple viewpoints is evident. •District provided resources are not accessed or may not be consistently implemented. •Disregard for the viewpoint of stakeholders is evident. 	<ul style="list-style-type: none"> •Limited perspectives are represented in the classroom resources. •Resources are limited to only those provided by the district and/or present a narrow perspective. Outside resources are not accessed. •Limited viewpoints are presented with little/no regard for stakeholders. 	<ul style="list-style-type: none"> •Includes diverse perspectives in classroom resources. •Presents multiple perspectives by accessing a broad range of resources from within the district, as well as from outside sources. •Presents the points of view of multiple stakeholders. 	<ul style="list-style-type: none"> •Consistently includes diverse perspectives in classroom resources, with particular emphasis given to the students' identities. •Explores multiple perspectives using resources from outside the district, including community resources with an emphasis on fostering an appreciation for other viewpoints. •The points of view of others beyond the immediate stakeholders are explored.

1e Design and Use of Assessments			
<i>UNSATISFACTORY</i>	<i>BASIC</i>	<i>PROFICIENT</i>	<i>DISTINGUISHED</i>
Teacher has no plan to incorporate assessment in the lesson or unit. Teacher has no plan to use assessment results in designing future instruction.	The use of assessment is rudimentary, including only some of the instructional outcomes. Teacher plans to use assessment results to plan primarily for whole group instruction.	Teacher has a well-developed strategy for designing and using assessments. Teacher also plans to use assessment results to plan for instruction of student groups.	Approach is well-designed and includes student, and teacher, use of assessment results. Teacher uses assessment results to intentionally plan instruction for individual students.
Additional Descriptors for Proficiency Levels			

<ul style="list-style-type: none"> •No coherent assessment plan exists. •Pre/post tests developed through the PLC process are not administered. 	<ul style="list-style-type: none"> •An assessment plan exists but there is limited/no evidence the teacher is responsive to assessment results. •Assessment results do not guide instruction or student groupings. •There is a limited use of Assessment for Learning (AFL) strategies. •Assessments seem to be given to assign grades. 	<ul style="list-style-type: none"> •Incorporates both formative and summative assessments. •Utilizes pre/post assessments developed through the PLC process. •Incorporates a variety of Assessment For Learning (AFL) strategies. •Uses assessment results to guide future instruction. •Uses assessment results to inform student groupings to address skill gaps. 	<ul style="list-style-type: none"> •A comprehensive assessment plan is implemented with the understanding that students can demonstrate their understanding in multiple ways. •Assessment data are used by both the teacher and the students to determine next steps. •Assessment results drive the fluidity of student groups and are skills-based. •Teacher has an extensive command of Assessment For Learning strategies and utilizes them daily.
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Domain 2: The Classroom Environment

2a Classroom Interactions			
<i>UNSATISFACTORY</i>	<i>BASIC</i>	<i>PROFICIENT</i>	<i>DISTINGUISHED</i>
Classroom interactions are not purposeful or productive. Interactions are not relationship-based and are negative, demeaning, sarcastic, or inappropriate to the age, language or culture of the students.	Classroom interactions are generally purposeful and productive. Interactions are relationship-based and, at times, demonstrate an understanding of the age, language and cultures of the students. This allows the teacher and student to navigate adversity within the classroom community, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.	Classroom interactions are purposeful and productive. Interactions are relationship-based and demonstrate an understanding of the age, language and cultures of the students that allows teacher and student to navigate adversity within the classroom community.	Classroom interactions are purposeful and productive while embracing diversity. Interactions are relationship-based and ensure genuine respect and caring for individuals, as well as groups of students and their cultures.
Additional Descriptors for Proficiency Levels			

<ul style="list-style-type: none"> •Many students avoid engaging in class activities •Interactions with students show little/no respect for students, their cultures, or interests. •Students demonstrate a lack of respect for the teacher. •Students are not respectful toward their peers. •Students talk over one another/use inappropriate language toward one another/are generally disrespectful toward one another. •Students struggle or refuse to work with one another. 	<ul style="list-style-type: none"> •Involves a limited number of students in class activities. •Interactions with students are generally respectful but not very personal and reflect minimal recognition of cultural and individual interests. •Students do not exhibit positive feelings about the teacher. •Students' sometimes lack a sense of respect for one another. •Students work together in a group setting but lack cooperative strategies. •Students listen to each other during a class discussion but lack active listening strategies. 	<ul style="list-style-type: none"> •Involving all students in class activities at a surface level. •Interacts with students in a positive manner and reveals extensive knowledge of students' cultural and individual interests. •Fosters an environment where students interact appropriately with others, listen carefully and respectfully to one another during class discussion, and work well together in a variety of group settings. 	<ul style="list-style-type: none"> •All students are fully involved in class activities and immersed in learning. •Interacts with students in a positive manner and has extensive knowledge of students' cultural and individual interests, fostering those same interactions among students. •Expects and supports maintaining an environment of mutual respect and collaboration where students support and encourage one another in meeting the classroom expectations and norms. •Students hold one another accountable by respectfully correcting/ reminding one another of expectations and norms.
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2b Culture for Learning			
<i>UNSATISFACTORY</i>	<i>BASIC</i>	<i>PROFICIENT</i>	<i>DISTINGUISHED</i>
A classroom culture has been established that demonstrates little to no enthusiasm for the content and little pride in student work. Instructional outcomes, activities, assignments, and classroom interactions convey low expectations for all students.	A classroom culture has been established that demonstrates varying levels of enthusiasm for the content and moderate pride in student work. Instructional outcomes, activities, assignments, and classroom interactions convey modest expectations for all students.	A classroom community has been established that demonstrates enthusiasm for the content and pride in student work. Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for all students.	A strong classroom community has been established that demonstrates a high level of enthusiasm for the content and pride in student work. Instructional outcomes, activities, assignments, and classroom interactions convey high expectations that all students have internalized and demand of each other.
Additional Descriptors for Proficiency Levels			

<ul style="list-style-type: none"> •Communicate no expectations or only low expectations for students. •Does not hold students accountable for meeting expectations. •Accepts student work as-is. •Risk-taking and asking questions is not expected or encouraged. 	<ul style="list-style-type: none"> •States the lesson’s purpose; however, importance may be unclear with minimal involvement of students. •Holds students to the same level of accountability with no consideration given to differences in potential/skill level/other circumstances. •Does not accommodate choices for students to demonstrate learning and high expectations. •Accepts student work that does not reflect student potential. Does not consistently reinforce students’ development of conceptual understanding. •Intermittently creates an environment in which students feel free to take risks and ask questions. 	<ul style="list-style-type: none"> •Communicates high expectations for all students, and students demonstrate those expectations. •Holds students accountable for meeting high expectations for interactions. •Holds students accountable for high-quality work that mirrors their potential. •Consistently reinforces students’ development of conceptual understanding (e.g. Students can retake assessments until proficiency is achieved). •Consistently creates and maintains an environment in which students feel free to take risks and ask questions. 	<ul style="list-style-type: none"> •Communicates differentiated high expectations for all students and students have internalized those expectations. •Holds all students accountable for meeting differentiated high expectations; models and encourages a culture of peer support that maximizes students’ chances of reaching their potential. •Holds students accountable for high-quality work that mirrors their potential and motivates students to always strive to do their best. •Students encourage each other to take risks and ask one another questions.
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2c Managing Classroom Procedures			
<i>UNSATISFACTORY</i>	<i>BASIC</i>	<i>PROFICIENT</i>	<i>DISTINGUISHED</i>
Routines, transitions, and procedures are not established, resulting in significant loss of instructional time.	Routines, transitions, and procedures are generally established that allow students to access the curriculum with some loss of instructional time.	Routines, transitions, and procedures are established as a classroom community which allow students to access the curriculum with little to no loss of instructional time.	Routines, transitions, and procedures are established as a classroom community and promotes student engagement at all times, with students assuming responsibility for productivity and classroom norms.
Additional Descriptors for Proficiency Levels			

<ul style="list-style-type: none"> •Expectations and procedures are absent/developmentally inappropriate. •Expectations are not communicated to students. •Grouping students for instruction is not used. •Students are not on task and the teacher does little/nothing to redirect them. •No evidence that procedures for transitions have been taught and reinforced, resulting in significant loss of instructional time. •Appropriate attention signals are not used. •No procedures for material distribution, usage, and collection have been developed, resulting in significant loss of instructional time. •Roles and responsibilities for students are not established or are ignored. •Proper preparation prior to the lesson is absent, resulting in inefficient transitions that negatively impact the lesson and instructional time. •There is a general lack of routines and protocols. 	<ul style="list-style-type: none"> •Does not communicate clearly the expectations and procedures. •Does not use grouping very effectively. •Students do not consistently stay on task. •Has procedures for transitions but does not teach/reinforce the procedures, resulting in loss of instructional time. •Rarely uses attention signals. •Procedures for material distribution, usage, and collection are evident but not always effective, resulting in loss of instructional time. •Routines and protocols are present but often unclear or inconsistent, resulting in loss of instructional time. •Frequent reminders are necessary for students to follow through with roles and responsibilities. •Minimally prepared prior to the lesson so transitions are not smooth and instructional time is lost. 	<ul style="list-style-type: none"> •Expectations are clearly communicated to students. •Students are held accountable for following expectations. •Transitions are smooth with little loss of instructional time. •Flexible groupings are created according to instructional needs. •Effectively monitor and help students/groups stay on task. •Use attention signals, including culturally responsive signals. •Develop procedures for material distribution, usage, and collection that are clear and evident, resulting in little loss of instructional time. •Establish classroom norms that students follow with limited reminders, thus maximizing instructional time. •Foster an environment where students follow through with roles and responsibilities as assigned. •Prepared prior to the lesson, resulting in smooth transitions and minimal loss of instructional time. 	<ul style="list-style-type: none"> •Students participate in the development of expectations and hold themselves and others accountable for those expectations. •Transitions are quick, smooth, and designed to maximize instructional time. •Students understand their instructional needs and the purpose for their group. •Students hold themselves and others accountable for staying on task. •Students know and respond to attention signals, minimizing the loss of instructional time. •Procedures for material distribution, usage, and collection are clear and evident, with students assuming responsibilities, with little loss of instructional time. •Routines and protocols are well established as evidenced through student demonstration. •Fully prepared prior to the lesson, utilizing students to assist with transitions, maximizing instructional time.
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2d.1 Managing Student Behavior - Expectations			
<i>UNSATISFACTORY</i>	<i>BASIC</i>	<i>PROFICIENT</i>	<i>DISTINGUISHED</i>
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.
Additional Descriptors for Proficiency Levels			

<ul style="list-style-type: none"> •Has not established expectations/rules. •Expectations/rules disregard developmental appropriateness. •Does not communicate with parents in regard to expectations/rules. •Shows little or no concern about expectations/rules. 	<ul style="list-style-type: none"> •Has established limited and sometimes unclear expectations/rules. •Expectations/rules have not been conveyed to students. •Expectations/rules are not always developmentally appropriate. •Does not fully inform parents regarding expectations/rules. •Seldom reviews expectations/rules. 	<ul style="list-style-type: none"> •Establishes clear expectations/rules that are conveyed to students in multiple ways. •Establishes developmentally appropriate expectations/rules. •Informs families of classroom expectations/rules. •Regularly reviews expectations/rules and has them visible in the classroom. 	<ul style="list-style-type: none"> •Has established clear expectations/rules in collaboration with students and conveyed them clearly to all students in multiple ways. •Has developed developmentally appropriate expectations/rules in collaboration with students. •Informs parents of classroom expectations/rules and invites their feedback. •Regularly reviews/revises expectations/rules and designs lessons and activities that enable students to understand and apply classroom expectations. •Expectations/rules are posted in the classroom and revised as needed.
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2d.2 Monitoring and Response to Student Behavior			
<i>UNSATISFACTORY</i>	<i>BASIC</i>	<i>PROFICIENT</i>	<i>DISTINGUISHED</i>

Student behavior is consistently inappropriate. Teacher response to misbehavior is constantly required, nonexistent, or ineffective, and when it occurs often fails to respect student dignity or allow for restorative opportunities within the classroom.	Student behavior is occasionally inappropriate. Teacher response to misbehavior is required frequently, and, when it occurs, may be ineffective, fails to respect students' dignity, or allow for efficient restorative opportunities within the classroom community.	Student behavior is generally appropriate based on active monitoring and general awareness. Teacher response to misbehavior, when needed, respects student dignity and allows for restorative opportunities within the classroom community.	Monitoring by teacher is subtle and preventative, acknowledging students' individual needs, respecting student dignity and allowing for restorative opportunities within the classroom community. Students monitor their own and their peers' behavior, correcting one another respectfully.
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Additional Descriptors for Proficiency Levels

<ul style="list-style-type: none"> •No consideration of the individual needs of students is given. A one-size-fits-all approach is taken. •Eye contact and proximity are not used to redirect student behavior. •Does not circulate throughout the classroom and does not sufficiently interact with students. •Redirection of student behavior is very public with no consideration given to how the student feels while they're being redirected. •Students encourage one another to misbehave. •The social-emotional needs of students are ignored as they relate to student behavior. 	<ul style="list-style-type: none"> •Little/no consideration is given to individual student needs when responding to behavior. •Rarely circulates the classrooms or interacts with the students. •Sometimes uses eye contact and proximity to modify student behavior. •Redirection of student behavior calls negative attention to students. •Students are seldom helpful in encouraging good behavior. •Attempts to redirect misbehavior are not always appropriate or successful. •Does not vary methods of intervention sufficiently to be effectively responsive to the social-emotional needs of students. 	<ul style="list-style-type: none"> •Considers individual student needs when responding to behavior. •Proactively circulates the classrooms and interacts with the students. •Uses proximity to alert a student who has not responded to eye contact. •Redirection of student behavior is done quietly/privately. •Redirects misbehavior respectfully through tone and word choice. •Responsive to the social-emotional needs of individual students. 	<ul style="list-style-type: none"> •Knows the individual student's needs and responds to behavior based on those needs. •Uses a wide range of strategies to prevent student misbehavior. •Has fostered an environment where students encourage/support appropriate behaviors. •Students hold one another accountable for appropriate behavior and redirect one another respectfully when needed. •The social-emotional needs of individual students serve as a foundation for individualized support plans for behavior and are developed by the teacher.
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Domain 3: Instruction

3a.1 Communicating with Students - Purpose for Learning and Criteria for Success			
<i>UNSATISFACTORY</i>	<i>BASIC</i>	<i>PROFICIENT</i>	<i>DISTINGUISHED</i>
The teacher does not convey to students what they will be learning.	The teacher partially explains the purpose of learning but with little elaboration or specificity.	The teacher clearly explains what students will be learning and why, how it is situated with broader purposes, how they will learn it, and what success looks like.	Students are able to explain the purpose and value of what they are learning and connect it to broader purposes, both within the curriculum and in their own lives.
Additional Descriptors for Proficiency Levels			
<ul style="list-style-type: none"> •Does not share what students will be learning. •Learning goals are not evident to students, which results in a lack of student engagement. •Students do not know what they are learning about. •Criteria for success are unknown to students. 	<ul style="list-style-type: none"> •Partially or inconsistently shares expectations for learning, with little elaboration or specificity. •Learning goals do not consistently address student needs and are only somewhat clear to students. •May share criteria for success through the lesson, but the criteria for success are not explicit. 	<ul style="list-style-type: none"> •Makes learning expectations clear and evident. •Explains how learning is tied to relevant goals for the whole group. •Ensures students can verbalize or show their learning. •Ensures students have access to and can reference the criteria for success. 	<ul style="list-style-type: none"> •Expectations are clear and evident and linked to student interest. •Teacher involves students in creating and monitoring progress of individual goals over time. •Students can explain what they are learning. •Students know the success criteria and use it to adjust their learning or work.

3a.2 Communicating with Students - Explanation of Content			
<i>UNSATISFACTORY</i>	<i>BASIC</i>	<i>PROFICIENT</i>	<i>DISTINGUISHED</i>
Teacher's explanation of content is unclear and confusing or uses language that is not appropriate for students' developmental stage.	Teacher's explanation of the content is uneven; some are done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is developmentally appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Additional Descriptors for Proficiency Levels			
<ul style="list-style-type: none"> •Teacher makes significant errors related to content or their explanation affects student understanding of content. •Teacher does not check to see if students are understanding the information they are giving. •Content is explained one way. •Teacher makes no effort to connect content to the lives of students. 	<ul style="list-style-type: none"> •Teacher makes minor errors related to content or their explanation is confusing. •Teacher makes minimal attempts to check if students understand what they are explaining. •Content is explained in one way again and again. •Teacher makes minimal effort to relate content to the lives of students. 	<ul style="list-style-type: none"> •Provides directions and procedures that are clear to students, and conveyed through multiple modalities. •Consistently checks for student understanding. •Explains content in multiple ways to address different styles. •Consistently relates content to students' knowledge and experience. 	<ul style="list-style-type: none"> •Teacher's explanation of content is imaginative and connects with students' knowledge and experience. •Students contribute to explaining concepts to their peers. •Students can explain how content is relevant to their lives.

3a.3 Communicating with Students - Use of Oral, Written, and Non-Verbal Language to Effectively Communicate Across Cultures

<i>UNSATISFACTORY</i>	<i>BASIC</i>	<i>PROFICIENT</i>	<i>DISTINGUISHED</i>
Teacher's communication is unclear and produces confusion, with minimal consideration to the cultural, linguistic, or developmental needs of students.	Teacher's communication is correct but is not always appropriate to the students' cultural, linguistic, or developmental needs.	The teacher's communication is clear and situationally appropriate. The teacher's language is responsive to the cultural, linguistic, and developmental needs of students.	Teacher and students' communication extends learning and is expressive, appropriate, and responsive to the cultural, linguistic, and development needs of students.

Additional Descriptors for Proficiency Levels

<ul style="list-style-type: none"> •Students do not explore language and vocabulary related to the lesson. •Speaks at a rate that is not understandable by students. •Vocabulary is not taught, is taught incorrectly or imprecisely. •Students do not receive comprehensible input •Teacher does not provide opportunities for students to practice reading, writing, speaking or listening. 	<ul style="list-style-type: none"> •Does not provide an effective way for students to explore language and vocabulary. •Makes limited effort to improve and extend students' vocabulary. •Speaks at a rate that is not understandable for all students. •Provide opportunities for students to practice only reading, writing, speaking, or listening. •Nonverbal communication (e.g., imagery, proximity, gestures, and body language) is confusing or does not support learning. 	<ul style="list-style-type: none"> •Promotes the acquisition of academic language. •Provides vocabulary instruction that supports exploration of language and makes linguistic connections to ensure that students access the curriculum. •Speaks at a rate that is appropriate for all students. •Comprehensible input is obtained by scaffolding content knowledge and language. •Provides opportunities for students to practice through reading, writing, speaking, and listening. •Supports learning with effective nonverbal communication (e.g., imagery, proximity, gestures, and body language). 	<ul style="list-style-type: none"> •Rich academic language is taught and used by the teacher and students. •Vocabulary instruction and acquisition is an integral part of the lesson that assists students in exploring the curriculum. •Communication between students and teachers, as well as among students, is easily understood. •Comprehensible input is obtained through exploration of resources and varied perspectives. •Reading, writing, speaking, and listening opportunities are embedded in lessons. •Teacher and student use of non-verbal communication (e.g., imagery, proximity, gestures, and body language) support learning.
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3b.1 Using Quality Questions			
<i>UNSATISFACTORY</i>	<i>BASIC</i>	<i>PROFICIENT</i>	<i>DISTINGUISHED</i>
Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response, and inadequate time for students to respond is provided.	Most of the teacher's questions are of high quality and invite a thoughtful response. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to produce thoughtful responses. Students formulate many questions.
Additional Descriptors for Proficiency Levels			
<ul style="list-style-type: none"> •Most questions are recall-based. •Does not allow sufficient wait time for responses. •Does not repeat or rephrase questions to ensure students understand them. •Phrases questions that confuse students or stifle their participation. 	<ul style="list-style-type: none"> •Most questions are recall, skill, and concept based. •Sometimes allows sufficient wait time for responses after asking a question. •Poses questions that facilitate surface-level thinking and understanding. •Repeats questions to students to ensure they understand them. •Phrases questions using vague, imprecise language with which students seem unfamiliar. 	<ul style="list-style-type: none"> •Asks mostly high-quality questions that elicit higher level thinking. •Usually allows appropriate wait time by pausing 3-5 seconds after asking a question and 3-5 seconds before responding to student questions. •Poses questions to facilitate strategic thinking. •Repeats and rephrases questions to students to ensure they understand them. •Phrase questions with precise language commonly used in the class. 	<ul style="list-style-type: none"> •Questions are uniformly high quality and encourage students to generate questions that extend their learning and scaffold the thinking of the group. •Consistently allows sufficient wait time by pausing 3-5 seconds after asking a question and 3-5 seconds before responding to student questions. •Consistently poses questions to facilitate strategic and extended thinking. •Repeats and rephrases questions to students to ensure they understand them, asks students to rephrase questions to enhance understanding. •Phrases questions with precise language commonly used in the class, and asks students to rephrase them precisely.

3b.2 Discussion Techniques			
<i>UNSATISFACTORY</i>	<i>BASIC</i>	<i>PROFICIENT</i>	<i>DISTINGUISHED</i>
Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Additional Descriptors for Proficiency Levels			
<ul style="list-style-type: none"> •Leads lecture, displays lack of facilitation techniques; students seem unaware of the goal or the point. •Dominates the discussion or rarely allows it; students have little input. •Does not use effective 	<ul style="list-style-type: none"> •Leads discussion but not with an obvious goal and displays limited facilitation techniques. •Leads discussion using teacher/student, question/answer format. •Has limited knowledge of effective questioning and/or discussion protocols to encourage knowledge-level 	<ul style="list-style-type: none"> •Creates discussion with a goal in mind and displays flexibility in facilitation of techniques. •Facilitates discussion, encourages students to respond to others' comments, and invites them to ask questions of each other. •Use a variety of questions and discussion protocols and/or 21st-century tools to 	<ul style="list-style-type: none"> •Initiates discussion with a goal in mind, and has taught students procedures/ protocols; students have roles and responsibilities to facilitate goal-oriented discussions. •Leads discussion with students assuming considerable responsibility for the success of a discussion. •Following the teacher as a role model, students use a variety of question and discussion protocols and/or 21st-century tools to

questioning and/or discussion protocols.	thinking.	encourage deep thinking, reflection, and discussion.	encourage deep thinking, reflection, and multiple perspectives.
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3c.1 Engaging Students in Learning - Activities, Assignments, and Student Participation

<i>UNSATISFACTORY</i>	<i>BASIC</i>	<i>PROFICIENT</i>	<i>DISTINGUISHED</i>
Activities, resources, groupings, and assignments are inappropriate for students' age, backgrounds, and needs. Students are not engaged.	Activities, resources, groupings, and assignments are appropriate for some students, but others are not engaged.	Activities, resources, groupings, and assignments are appropriate and effective for student learning, and students are engaged.	Students are engaged in the activities, resources, and assignments, and students initiate or adapt activities and projects to enhance their understanding.

Additional Descriptors for Proficiency Levels

<ul style="list-style-type: none"> •Activities and assignments are inappropriate and do not include cognitively engaging exploration of the content. <p>Teaching practices do not:</p> <ul style="list-style-type: none"> •Incorporate various levels of thinking. •Differentiate for individual needs most of the time. •Make content relevant to student lives. •Provide students with choice. •Provide for peer and social interaction. •Employ various instructional strategies. •Engage all students in classroom participation. •Incorporate culturally responsive protocols to ensure all students are actively engaged in the lesson. •Teacher assumes total control of the discussion. 	<ul style="list-style-type: none"> •Activities and assignments are inconsistently appropriate to students. <p>Teaching practices inconsistently/rarely:</p> <ul style="list-style-type: none"> •Incorporate various levels of thinking. •Differentiate for individual needs most of the time. •Make content relevant to student lives. •Provide students with choice. •Provide for peer and social interaction. •Employ various instructional strategies. •Engage all students in classroom participation. •Incorporate culturally responsive protocols effectively to ensure all students are actively engaged in the lesson. •Teacher assumes control of participation with little student participation. 	<ul style="list-style-type: none"> •Activities and assignments are appropriate and cognitively engaging in the exploration of content. <p>Teacher practices consistently:</p> <ul style="list-style-type: none"> •Incorporate various levels of thinking. •Differentiate for individual needs. •Make content relevant to student lives. •Provide students with choice. •Provide for peer and social interaction. •Employ various instructional strategies. •Engage all students in classroom participation. •Incorporate culturally responsive protocols effectively to ensure all students are actively engaged in the lesson. •Teacher often assumes the role of facilitator, and students assume some responsibility for the success of a discussion through participation. 	<ul style="list-style-type: none"> •Activities and assignments are appropriate and cognitively engaging in the exploration of content often initiated and/or adapted by students. <p>Teacher utilizes student input to:</p> <ul style="list-style-type: none"> •Incorporate various levels of thinking. •Differentiate for individual needs. •Make content relevant to student lives. •Provide students with choice. •Provide for peer and social interaction. •Employ various instructional strategies. •Engage all students in classroom participation. •Ensure all students are actively engaged in the lesson. •Teacher and students act as the facilitator, at times. Students assume responsibility for the success of a discussion.
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3c.2 Engaging Students in Learning - Structure and Pacing			
<i>UNSATISFACTORY</i>	<i>BASIC</i>	<i>PROFICIENT</i>	<i>DISTINGUISHED</i>
The lesson has no clearly defined structure, and/or the pace of the lesson is too slow or rushed.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. The pacing of the lesson is inconsistent and is not appropriate for some students.	The lesson has a clearly defined structure including reflection and closure. The pacing of the lesson is appropriate for students.	The lesson has a clearly defined structure, including reflection and closure. The structure also allows students to influence the pace to meet their needs.
Additional Descriptors for Proficiency Levels			
<ul style="list-style-type: none"> •Structure and pacing are not evident. •Time is not used effectively. 	<ul style="list-style-type: none"> •Structure and pacing are inconsistent and not uniformly maintained throughout the lesson. •Some results are achieved but time could be used more effectively. 	<ul style="list-style-type: none"> •Implements lessons where structure and pacing are evident and maintained throughout the lesson. •Facilitates lessons so that time is used effectively. 	<ul style="list-style-type: none"> •Structures and pacing are evident and maintained throughout the lesson, with opportunities for students to reflect about their learning throughout the lesson. •Momentum is maintained to maximize student engagement and efficient use of time from one part of the lesson to another.

3d.1 Using Assessment in Instruction - Assessment Criteria and Student Self-Assessment			
<i>UNSATISFACTORY</i>	<i>BASIC</i>	<i>PROFICIENT</i>	<i>DISTINGUISHED</i>
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 able to use the assessment tools to adjust their work.	Students are aware of the criteria and performance standards by which their work will be evaluated. Students frequently assess and monitor the quality of their own work in relation to the assessment criteria and performance standards.	Students are aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. Students frequently assess and monitor the quality of their own work in relation to the assessment criteria and performance standards and make active use of that information in their learning.
Additional Descriptors for Proficiency Levels			

<ul style="list-style-type: none"> •Utilizes little or no assessment criteria. •Students are unaware of the criteria and performance standards by which their work will be evaluated. •Students do not monitor and assess their own work, utilizing assessment criteria and performance standards. 	<ul style="list-style-type: none"> •Has established a limited variety of assessment criteria. •Students have some knowledge of the criteria and performance standards by which their work will be evaluated. •Students occasionally monitor and assess their own work, utilizing the assessment criteria and performance standards. 	<ul style="list-style-type: none"> •Establishes a variety of assessment criteria and uses them effectively. •Communicates to students the criteria and performance standards by which their work will be evaluated. •Equips students to frequently monitor and assess their own work, as well as the work of others, utilizing the assessment criteria and performance standards. 	<ul style="list-style-type: none"> •Has involved students in creating and using a variety of effective assessment criteria. •Students are fully aware of the criteria and performance standards by which their work will be evaluated and are able to use the assessment criteria to evaluate their own work. •Equips students to frequently monitor and assess their own work, as well as the work of others, utilizing the assessment criteria and performance standards, and make active use of the information in their learning.
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3d.2 Using Assessment in Instruction - Monitoring and Responding to Student Learning			
<i>UNSATISFACTORY</i>	<i>BASIC</i>	<i>PROFICIENT</i>	<i>DISTINGUISHED</i>
<p>Teacher does not monitor students' learning effectively. Teacher rigidly adheres to an instructional plan when change is needed for student learning. Teacher's feedback to students is of poor quality and not provided in a timely manner. Students do not benefit from the feedback.</p>	<p>Teacher monitors the progress of the class, but doesn't make adjustments when needed. Teacher's feedback to students is general, so students are unable to make adjustments to their learning.</p>	<p>Teacher monitors the progress of students, makes appropriate adjustments to a lesson, as needed, and the adjustments occur smoothly. Teacher's feedback to students is timely and of consistently high quality, and students reflect and make use of the feedback in their learning.</p>	<p>Teacher actively and systematically elicits diagnostic information from students regarding their understanding and seizes a major opportunity to enhance learning, building on student interests or a spontaneous event. Students give high-quality feedback to one another, and students reflect and make use of the feedback in their learning.</p>
Additional Descriptors for Proficiency Levels			
<ul style="list-style-type: none"> •May administer assessments but does not use them to monitor student learning. •Assessments are not used for planning and instruction. •Feedback to students is of poor quality and not provided in a timely manner. •Students do not use feedback in their learning. 	<ul style="list-style-type: none"> •Monitors the progress of large groups of students through the use of formal and informal assessments. •Assessments inform planning and instruction for the whole class. •Timeliness and quality of feedback are inconsistent. •Students may use feedback in their learning. 	<ul style="list-style-type: none"> •Monitors the progress of small groups of students through the use of formal and informal assessments. •Assessments inform planning and instruction for differentiated groups. •Students are consistently given relevant, high-quality formative and summative feedback in a timely manner. •Students use and teacher monitors the use of feedback in student learning. 	<ul style="list-style-type: none"> •Monitors the progress of individual students through the use of formal and informal assessments. •Assessments inform planning and instruction for individual students when needed. •Students are always given relevant, high-quality formative and summative feedback in a timely manner. •Students use and the teacher facilitates and monitors the use of feedback in student learning.

Domain 4: Professional Responsibilities

4a Communicating with Families			
<i>UNSATISFACTORY</i>	<i>BASIC</i>	<i>PROFICIENT</i>	<i>DISTINGUISHED</i>
<p>Teacher uses language that is unclear and/or situationally inappropriate (verbal, nonverbal, and written) with families regarding their student's academic and behavioral progress. Teacher uses language that is not respectful or responsive to the cultural and linguistic needs of families.</p> <p>Communication seldom, if ever, occurs.</p>	<p>Teacher sometimes uses clear and situationally appropriate language (verbal, nonverbal, and written) with families regarding their student's academic and behavioral progress. Teacher use of language may not always be respectful or responsive to the cultural and linguistic needs of families. Communication may be inconsistent with families, occurring mostly during district-scheduled events.</p>	<p>Teacher uses clear and situationally appropriate language (verbal, nonverbal, and written) with families regarding their student's academic and behavioral progress. Teacher uses language that is respectful and responsive to the cultural and linguistic needs of families.</p> <p>Teacher seeks to foster ongoing communication with all families on a frequent basis.</p>	<p>Teacher uses clear and situationally appropriate language (verbal, nonverbal, and written) with families regarding their student's academic and behavioral progress. Teacher uses language that is respectful and responsive to the cultural and linguistic needs of families.</p> <p>Teacher seeks to overcome barriers to foster ongoing communication with all families on a frequent basis.</p>
Additional Descriptors for Proficiency Levels			
<ul style="list-style-type: none"> •The teacher does not seek to form relationships with parents through communication or participation in academic activities that engage parents.. 	<ul style="list-style-type: none"> •The teacher makes minimal effort to form relationships through multiple forms of communication or participation in academic activities that engage parents. 	<ul style="list-style-type: none"> •The teacher uses the following forms of communication, using multiple languages as appropriate, and seeks to form positive relationships within the communication: •Open House •Parent-teacher conferences •Progress reports/ report cards •Phone communication over email •Classroom newsletters •In-person meetings with parents (SSTs, 504s, IEP, ILP, ALP) 	<ul style="list-style-type: none"> •Invites parents to attend academic activities and is involved with the activities. •Maintains ongoing contact with families to track and updates student/parent information. •Involves parents with student activities and develops a team concept that connects parents, students, and the teacher.

		<ul style="list-style-type: none"> •Community events (Sports, Black & Orange Day, Arrival/Dismissal) •Digital communication (Email, Class Dojo, Seesaw, Remind101). 	
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4b Growing and Developing Professionally - Enhancement of Content Knowledge and Pedagogical Skill

<i>UNSATISFACTORY</i>	<i>BASIC</i>	<i>PROFICIENT</i>	<i>DISTINGUISHED</i>
Teacher does not seek out opportunities for professional development to enhance content knowledge and pedagogical skills.	Teacher participates in few opportunities for professional development to enhance content knowledge and pedagogical skills and makes limited efforts to incorporate new learning into their teaching practices.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skills and incorporates new learning into their teaching practices.	Teacher seeks out opportunities for professional development to enhance content knowledge, incorporates new learning into their teaching practice and pedagogical skills, and shares their knowledge with others.

Additional Descriptors for Proficiency Levels

<ul style="list-style-type: none"> •Does not engage in professional development activities. •Does not read professional journals or books to seek improvement or implement strategies after visiting colleagues' classrooms. 	<ul style="list-style-type: none"> •Participates in district professional development activities on occasion. •Reads professional journals and books and learns from colleagues when required, but rarely implements strategies observed during class visits. 	<ul style="list-style-type: none"> •Engages in opportunities for professional growth from inside and outside the district, as well as instructional risk-taking, to reach and engage all students in the classroom. •Seeks to enhance content knowledge and pedagogical skills by reading professional journals and books and learning from colleagues. 	<ul style="list-style-type: none"> •Frequently engages in district and non-district sponsored professional development activities and teaches colleagues how to implement strategies acquired through the activities. •Visits and implements learned strategies from colleagues' classroom visits and encourages others to do the same.
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4c.1 Showing Professionalism - Decision Making

<i>UNSATISFACTORY</i>	<i>BASIC</i>	<i>PROFICIENT</i>	<i>DISTINGUISHED</i>
Teacher makes decisions and recommendations on self-serving interests.	Teacher decisions and recommendations are based on limited, though genuine, 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 standard.

Additional Descriptors for Proficiency Levels			
<ul style="list-style-type: none"> •Does not use data, contribute to nor participate in faculty, department/grade level, and building meetings. •Hinders and is a negative influence in the collaborative decision-making process. •Does not prioritize students' best interests when making decisions. 	<ul style="list-style-type: none"> •Contributes ideas sparingly and seldom uses data in participating in team, department, and building decisions. •Collaborates in the decision-making process when prompted to do so. •Usually recognizes that diversity in perspectives is important in making student-centered decisions. 	<ul style="list-style-type: none"> •Regularly attends and uses data, when appropriate, to participate in faculty, department/grade level, and building meetings. •Comes to meetings prepared with data in order to make informed decisions and contributions. •Seeks to understand others' perspectives and work collaboratively to make student-centered decisions. 	<ul style="list-style-type: none"> •Leads efforts and supplies, interprets, and applies data to lead faculty, department/grade level, and building discussions for the purpose of making recommendations or decisions. •Contributes a positive and constructive influence on the decision-making process. •Takes into account, and embraces student diversity and makes decisions to benefit the underserved.

4c.2 Showing Professionalism - Compliance with School and District Regulations			
<i>UNSATISFACTORY</i>	<i>BASIC</i>	<i>PROFICIENT</i>	<i>DISTINGUISHED</i>
Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Additional Descriptors for Proficiency Levels			
<ul style="list-style-type: none"> •Does not read building and district communication. •Does not regularly attend meetings and events and/or is regularly late. •Does not keep accurate records or update grades. • Does not actively supervise students. •Does not establish or maintain good relationships with students, parents, colleagues, or the public. 	<ul style="list-style-type: none"> •Inconsistently reads building and district communication. • Inconsistently attends meetings and events or inconsistently arrives late. •Inconsistently keeps records and updates grades. • Inconsistently supervises students. •Inconsistently establishes and/or maintains good relationships with students, parents, colleagues, and the public. 	<ul style="list-style-type: none"> •Reads building and district communication. •Regularly attends meetings and events. •Arrives on time. •Keeps accurate and thorough records. •Updates grades regularly. •Actively supervises students at all times. •Maintains good relationships with students, parents, colleagues, and the public. 	<ul style="list-style-type: none"> •Reads building and district communication and helps colleagues understand the information. •Regularly attends and facilitates meetings and events. •Arrives and is prepared on time. •Keeps accurate and thorough grades and records and communicates important information with relevant stakeholders. •Actively supervises and interacts with students at all times. •Establishes and maintains trusting relationships with students, parents, colleagues, and the public.