

Domain: 1

Planning and Preparation

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • The teacher’s plans reflect little knowledge of the content or of prerequisite relationships within the discipline. • Objective is stated as an activity, reflecting unimportant learning and little understanding of students’ prior knowledge and skill. • Lessons and units are not designed to engage students in high-level thinking and problem solving and permit no differentiation. • Assessments are poorly aligned with the objectives and yield information that can be 	<ul style="list-style-type: none"> • The teacher’s plans reflect superficial knowledge of the content or of prerequisite relationships within the discipline. • Objective is not stated clearly or is stated as a learning activity, and does not represent important learning; • Lessons and units are not designed to engage students in high-level thinking and problem solving, permit little differentiation, and use a narrow range of materials. • Assessments are partially aligned with the objectives and yield only moderate information that can be 	<ul style="list-style-type: none"> • The teacher’s plans reflect important knowledge of the content and prerequisite relationships within the discipline. • Objective clearly states what students will be learning and reflects lesson outcomes. • Lessons and units are designed to engage students in high-level thinking and problem solving, should be differentiated to address the needs of groups of students (as appropriate) and use a wide range of materials. • Assessments, both formative and summative, are largely aligned with the objectives and yield 	<ul style="list-style-type: none"> • The teacher’s plans reflect important learning and deep knowledge of the content and prerequisite relationships within the discipline and between disciplines. • Objective clearly states what students will be learning and reflects lesson outcomes and student prior knowledge. • Lessons and units are designed to engage students in complex thinking and problem solving, should be differentiated to address the needs of individual students) and use a wide range of materials. • Assessments, both formative and summative, are fully aligned with the objectives and yield much

used to shape ongoing instruction.	used to shape ongoing instruction.	information that can be used to shape ongoing instruction.	information that can be used to shape ongoing instruction.
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Domain: 2 Component: a

The Classroom Environment

Creating an Environment of Respect and Rapport

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. • The teacher displays no familiarity with, or caring about, students. • Students are unwilling to participate. • Students' body language indicates feelings of hurt, discomfort, or insecurity. 	<ul style="list-style-type: none"> • The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. • The teacher attempts to make connections with groups of students, but student reactions indicate that these attempts are not entirely successful. • Students are reluctant to participate. 	<ul style="list-style-type: none"> • Interaction between the teacher and students and among students is respectful. • The teacher makes general connections with groups of students. • Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. 	<ul style="list-style-type: none"> • The teacher respects and encourages students' efforts and student interactions are consistently respectful. • The teacher demonstrates knowledge and caring about individual students. • Students appear comfortable and eager to participate. • When necessary, students respectfully correct one another.

Domain: 2 Component: b
The Classroom Environment
Establishing a Culture for Learning

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • The teacher conveys to the class at large that the work is too challenging for them. • Most students show little or no effort for commitment to complete the task at hand or the teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. 	<ul style="list-style-type: none"> • The teacher conveys to some students that the work is too challenging for them • Students exhibit a limited commitment to complete the task at hand or the teacher's primary concern appears to be to complete the task at hand. 	<ul style="list-style-type: none"> • The teacher demonstrates a high regard for students' abilities and high levels of student effort. • Students expend good effort to complete work. 	<ul style="list-style-type: none"> • The teacher demonstrates a high regard for all students' abilities/high levels of student effort and students appear to be meeting these expectations. • Students take initiative in improving the quality of their work.

<ul style="list-style-type: none">• Instructional outcomes, activities, and or assignments convey low expectations students.	<ul style="list-style-type: none">• Instructional outcomes, activities, and or assignments convey mediocre expectations for most students.	<ul style="list-style-type: none">• Instructional outcomes, activities, and assignments convey high expectations for most students.	<ul style="list-style-type: none">• Instructional outcomes, activities, and assignments convey high expectations for all students.• Students assist their classmates in understanding the content.
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Domain: 2 Component: c
The Classroom Environment
Managing Classroom Procedures

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Transitions are disorganized, with much loss of instructional time. • There do not appear to be any established procedures for distributing and collecting materials. • Volunteers and paraprofessionals have no defined role and/or are idle much of the time. 	<ul style="list-style-type: none"> • Procedures for transitions seem to have been established, but their operation is not smooth. • There appears to be established routines for distribution and collection of materials, but the classroom routines function unevenly. • Volunteers and paraprofessionals require frequent supervision. 	<ul style="list-style-type: none"> • Transitions between activities are smooth. • Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly. • Volunteers and paraprofessionals work with minimal supervision. 	<ul style="list-style-type: none"> • Students themselves ensure that transitions and other routines are accomplished smoothly. • Students take initiative in distributing and collecting materials efficiently. • Volunteers and paraprofessionals take initiative in their work in the class.

Domain: 2 Component: d The Classroom Environment Managing Student Behavior

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • The classroom environment is chaotic, with no standards of conduct evident. • The teacher does not monitor the student behavior. • Some students disrupt the classroom and the teacher response to this behavior is ineffective. • Student behavior is mostly inappropriate 	<ul style="list-style-type: none"> • The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. • The teacher attempts to keep track of student behavior, but with no apparent system. • The teacher’s response to student misbehavior is inconsistent (sometimes harsh and other times lenient). • Some behavioral inconsistencies are noted. 	<ul style="list-style-type: none"> • Standards of conduct appear to have been established and implemented successfully. • The teacher frequently monitors student behavior. • The teacher’s response to student misbehavior is effective. • Overall, student behavior is generally appropriate. 	<ul style="list-style-type: none"> • Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct. • The teacher quietly and subtly monitors student behavior. • Any student misbehavior is very minor and is swiftly and effectively handled. • Student behavior is entirely appropriate*.

*If this bullet is met, a four can be scored for the component (there is no need to rate the other critical attributes).

A distinguished rating can also still be obtained even if this bullet is not met (in the instance that the other bullets in this component are met).

Domain: 3 Component: a
Instruction
Communicating with Students

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • At no time during the lesson does the teacher convey to student what they are learning. • Due to poor explanation of the content or lack of explanation of content, students are unable to engage with the task and demonstrate confusion. • The teacher makes a serious content error that will affect the students' understanding of the lesson. • The teacher's communications include errors of vocabulary, usage, or imprecise use of academic language and/or is inappropriate to the age or culture of the students. Due to poor explanation of content students indicate that 	<ul style="list-style-type: none"> • The teacher provides little elaboration or explanation about what the students will be learning. • The teacher's explanation of the content is inconsistent; sometimes clear and sometimes confusing. • The teacher makes no serious content errors but may make several minor errors. • When the teacher attempts to explain academic vocabulary, it is only partially successful and/or is too advanced or too basic for students. 	<ul style="list-style-type: none"> • The teacher states clearly at some point during the lesson, what the students will be learning and where it fits into the larger curriculum context. • The teacher's explanation of content is clear and invites student participation and thinking. • The teacher makes no content errors. • The teacher's vocabulary and usage are correct and entirely suited to the lesson and is appropriate to students' ages and levels of development. 	<ul style="list-style-type: none"> • The teacher explains why the content is important and where it fits into the larger curriculum context. • The teacher explains content clearly and imaginatively, to bring content to life. Students accurately communicate and discuss the content with their peers. • The teacher makes no content errors and anticipates and clarifies possible areas of student misunderstanding of content. • The teacher and students use rich academic language, with the teacher offering brief vocabulary lessons as appropriate (for general vocabulary and for the discipline).

<p>they are confused .</p>	<ul style="list-style-type: none"> • The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. 	<ul style="list-style-type: none"> • The teacher describes specific strategies students might use, inviting students to interpret them in context of what they're learning. If appropriate, the teacher models the process to be followed in the task. 	<ul style="list-style-type: none"> • Students suggest other strategies they might use in approaching a challenge or analysis.
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Domain: 3 Component: b
Instruction
Using Questioning and Discussion Techniques

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • The teacher does not use wait time. • Questions do not invite student thinking. • The teacher does not ask students to explain their thinking. • Few students participate in the discussion/lesson*. 	<ul style="list-style-type: none"> • The teacher does not make effective use of wait time or uses wait time inconsistently. • The teacher's questions are a combination of low and high quality. • The teacher sometimes asks students to explain their reasoning. • Some students only participate in discussion/lesson*. 	<ul style="list-style-type: none"> • The teacher makes effective use of wait time. • Most of the questions are of high quality promoting the students to think about the content. • The teacher asks students to justify their reasoning for high quality questions. • Most students actively engage in the discussion/verbally participate in the lesson*. 	<ul style="list-style-type: none"> • The teacher makes effective use of wait time and most students utilize that time. • Most of the teachers' questions are of high quality and students' initiate higher-order questions. • Students invite comments from their classmates during a discussion and challenge one another's thinking. • Virtually all students are engaged in a class-wide discussion*.

*Depending on the expectation for that portion of the framework.

Domain: 3 Component: c
Instruction
Engaging Students in Learning

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Very few students are intellectually engaged in the lesson. • The lesson components do not follow the district Framework/Pacing Guide/Curriculum. • The pace of the lesson is consistently inappropriate. • Students are not provided with the opportunity to explain their thinking as part of the task/activity or learning only consists of facts or procedures. • The materials and resources are non-existent or unsuitable. 	<ul style="list-style-type: none"> • Some students are intellectually engaged in the lesson. • Some of the lesson components follow the district Framework/Pacing Guide/Curriculum. • The pacing of the lesson is uneven-suitable in parts but rushed or dragging in others. • Students do not attempt to explain their thinking as part of teacher provided activities. • The materials and resources are partially aligned to the lesson objectives and/or few of the materials and resources require student thinking or ask 	<ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • The pacing of the lesson is appropriate and provides students the time needed to be intellectually engaged. • Students are provided with opportunities to explain their thinking as part of completing tasks or activities. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. 	<ul style="list-style-type: none"> • Almost all students are intellectually engaged in the lesson. • The lesson fully follows the district Framework/Pacing Guide/Curriculum. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. • Teacher provides students with opportunities to explain their thinking as part of tasks and activities. Students also take initiative to explain their thinking. • Students take initiative to adapt the lesson by suggesting modifications or additions to the materials being used.

	students to explain their thinking.		
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Domain: 3 Component: d
Instruction
Using Assessment in Instruction

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • The teacher gives no indication of what high-quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Students receive no feedback, or feedback is global or directed to only one student. • The teacher does not ask students to evaluate their own or classmates' work and the students do not engage in self-assessment on their own. 	<ul style="list-style-type: none"> • There is little evidence that the teacher makes the expectations of high quality work clear to the students. • The teacher inconsistently elicits evidence of understanding for some students. • Feedback to students is vague and not oriented toward future improvement of work. • The teacher makes only minor attempts to engage students in self or peer-assessment, and students do not engage in self or peer-assessment. • There is little evidence 	<ul style="list-style-type: none"> • The teacher makes the expectations of high quality work clear to the students. • The teacher elicits evidence of students' understanding toward meeting the lesson objectives for all students in the small or whole group. • Feedback includes specific and timely guidance, at least for groups of students. • Students are invited to assess their own work and make improvements; most of them do so. 	<ul style="list-style-type: none"> • Students indicate that they clearly understand the characteristics of high-quality work. • The teacher actively and systematically elicits evidence of understanding toward meeting the lesson objectives for all students in the small or whole group. • High quality feedback from teacher and/or peers is evident. • Students monitor their own understanding. • The teacher builds on and

	that the students understand how their work will be evaluated.		uses student responses to questions in order to deepen student understanding.
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Domain: 3 Component: e
Instruction
Demonstrating Flexibility and Responsiveness

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • The teacher ignores indications of student boredom or lack of understanding (ie: by brushing aside students' content related questions). • The teacher conveys to students that when they have difficulty learning it is their fault. • The teacher makes no attempt to adjust the lesson in response to student confusion. 	<ul style="list-style-type: none"> • The teacher makes superficial attempts to incorporate students' content related questions and interest into the lesson. • The teacher conveys to students a level of responsibility for their learning, but also his/her uncertainty about how to assist them. • The teacher's attempts to adjust the lesson are partially successful. 	<ul style="list-style-type: none"> • The teacher incorporates students' interests and content related questions into the heart of the lesson. • The teacher conveys to students that she has other approaches to try when the students experience difficulty. • When improvising becomes necessary, the teacher makes successful adjustments to the lesson. 	<ul style="list-style-type: none"> • The teacher seizes on a teachable moment to enhance a lesson. • The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use. • The teacher's adjustments to the lesson are successful and are designed to assist individual students when needed.

Domain: 4 Component: a
Professional Responsibilities
Reflecting on Teaching

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> The teacher does not reflect, or reflections are inaccurate. 	<ul style="list-style-type: none"> Reflection on teaching is inconsistent and occasionally accurate. 	<ul style="list-style-type: none"> Reflection on teaching is frequent and accurate, resulting in valuable ideas for improvement. 	<ul style="list-style-type: none"> Reflection on teaching is insightful, resulting in valuable ideas for improvement that are shared across professional learning communities.

Domain: 4 Component: b
Professional Responsibilities
Maintaining Accurate Records

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> The teacher's record keeping system is non-existent, chaotic, and/or ineffective with information lost or missing. 	<ul style="list-style-type: none"> The teacher's record keeping system is minimal and partially effective. 	<ul style="list-style-type: none"> The teacher's record keeping system is effective for recording student assignments and progress. 	<ul style="list-style-type: none"> The teacher's record keeping system is efficient and effective.

Domain: 4 Component: c
Professional Responsibilities
Communicating with Families

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> Communication with families is mostly unclear, infrequent, or culturally insensitive. 	<ul style="list-style-type: none"> Communication with families is infrequent, at times unclear, or may not be culturally sensitive. 	<ul style="list-style-type: none"> Communication with families is clear, frequent and culturally sensitive. 	<ul style="list-style-type: none"> Communication with families is clear, frequent and culturally sensitive and includes a variety of communication modalities (phone calls, emails, in person meetings and class events).

Domain: 4 Component: d
Professional Responsibilities
Participating in a Professional Community

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> The teacher does not participate in school events or LEA projects. 	<ul style="list-style-type: none"> The teacher participates to a minimal extent in both school events and/or LEA projects. 	<ul style="list-style-type: none"> The teacher participates in both school events and/or LEA projects. 	<ul style="list-style-type: none"> The teacher assumes leadership roles in school events and/or LEA projects.

Domain: 4 Component: e
Professional Responsibilities
Growing and Developing Professionally

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • The teacher does not participate in professional development activities. • The teacher purposefully resists discussing performance with supervisors or colleagues. 	<ul style="list-style-type: none"> • The teacher participates in professional development activities. • The teacher reluctantly accepts feedback from supervisors and colleagues. 	<ul style="list-style-type: none"> • The teacher actively participates in professional development activities. • The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. 	<ul style="list-style-type: none"> • Teacher takes a leadership role in professional development activities and professional inquiry. • The teacher actively seeks feedback from supervisors and colleagues.

**Domain: 4 Component: f
Professional Responsibilities
Showing Professionalism**

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • The teacher does not comply with district timelines, policies, regulations, and responsibilities. • The teacher does not notice the needs of students or does nothing to assist them. 	<ul style="list-style-type: none"> • The teacher inconsistently complies with district timelines, policies, regulations, and responsibilities. • The teacher notices the needs of students but is inconsistent about addressing them. 	<ul style="list-style-type: none"> • The teacher complies with district regulations, timelines, policies, and responsibilities. • The teacher actively addresses student needs. 	<ul style="list-style-type: none"> • The teacher exceeds expectations regarding district policies, timelines, and responsibilities. • The teacher is highly proactive in serving students.

This document has been modified and adapted from Charlotte Danielson’s Framework of Teaching.