1a – Demonstrating Knowledge of Content and Pedagogy

Unsatisfactory	Basic	Proficient	Distinguished
☐ The teacher makes content errors. ☐ The teacher does not consider prerequisite relationships when planning. ☐ The teacher's plans use inappropriate strategies for the discipline.	☐ The teacher's understanding of the discipline is rudimentary. ☐ The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. ☐ Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.	☐ The teacher can identify important concepts of the discipline and their relationships to one another. ☐ The teacher provides clear explanations of the content. ☐ The teacher answers students' questions accurately and provides feedback that furthers their learning. ☐ Instructional strategies in unit and lesson plans are entirely suitable to the content.	☐ The teacher cites intra- and interdisciplinary content relationships. ☐ The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. ☐ The teacher's plans reflect recent developments in content-related pedagogy.
Comments: Click here to enter text.			

1b – Demonstrating Knowledge of Students

Unsatisfactory	Basic	Proficient	Distinguished
☐ The teacher does not understand child development characteristics and has unrealistic expectations for students. ☐ The teacher does not try to ascertain varied ability levels among students in the class. ☐ The teacher is not aware of students' interests or cultural heritages. ☐ The teacher takes no responsibility to learn about students' medical or learning disabilities.	☐ The teacher cites developmental theory but does not seek to integrate it into lesson planning. ☐ The teacher is aware of the different ability levels in the class but tends to teach to the "whole group." ☐ The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. ☐ The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.	☐ The teacher knows, for groups of students, their levels of cognitive development. ☐ The teacher is aware of the different cultural groups in the class. ☐ The teacher has a good idea of the range of interests of students in the class. ☐ The teacher has identified "high," "medium," and "low" groups of students within the class. ☐ The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning. ☐ The teacher is aware of the special needs represented by students in the class.	☐ The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. ☐ The teacher seeks out information from all students about their cultural heritages. ☐ The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
Comments: Click here to enter text.			

1c – Setting Instructional Outcomes

Unsatisfactory	Basic	Proficient	Distinguished
☐ Outcomes lack rigor. ☐ Outcomes do not represent important learning in the discipline. ☐ Outcomes are not clear or are stated as activities. ☐ Outcomes are not suitable for many students in the class.	☐ Outcomes represent a mixture of low expectations and rigor. ☐ Some outcomes reflect important learning in the discipline. ☐ Outcomes are suitable for most of the class.	☐ Outcomes represent high expectations and rigor. ☐ Outcomes are related to "big ideas" of the discipline. ☐ Outcomes are written in terms of what students will learn rather than do. ☐ Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. ☐ Outcomes, differentiated where necessary, are suitable to groups of students in the class.	☐ The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing. ☐ The teacher connects outcomes to previous and future learning. ☐ Outcomes are differentiated to encourage individual students to take educational risks.
Comments: Click here to enter text.			

1d – Demonstrating Knowledge of Resources

Unsatisfactory	Basic	Proficient	Distinguished
☐ The teacher uses only district-provided materials, even when more variety would assist some students. ☐ The teacher does not seek out resources available to expand her own skill. ☐ Although the teacher is aware of some student needs, he does not inquire about possible resources.	☐ The teacher uses materials in the school library but does not search beyond the school for resources. ☐ The teacher participates in content-area workshops offered by the school but does not pursue other professional development. ☐ The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.	☐ Texts are at varied levels. ☐ Texts are supplemented by guest speakers and field experiences. ☐ The teacher facilitates the use of Internet resources. ☐ Resources are multidisciplinary. ☐ The teacher expands her knowledge through professional learning groups and organizations. ☐ The teacher pursues options offered by universities. ☐ The teacher provides lists of resources outside the classroom for students to draw on.	☐ Texts are matched to student skill level. ☐ The teacher has ongoing relationships with colleges and universities that support student learning. ☐ The teacher maintains a log of resources for student reference. ☐ The teacher pursues apprenticeships to increase discipline knowledge. ☐ The teacher facilitates student contact with resources outside the classroom.
Comments: Click here to enter text.			

1e – Designing Coherent Instruction

Unsatisfactory	Basic	Proficient	Distinguished
☐ Learning activities are boring and/or not well aligned to the instructional goals. ☐ Materials are not engaging or do not meet instructional outcomes. ☐ Instructional groups do not support learning. ☐ Lesson plans are not structured or sequenced and are unrealistic in their expectations.	☐ Learning activities are moderately challenging. ☐ Learning resources are suitable, but there is limited variety. ☐ Instructional groups are random, or they only partially support objectives. ☐ Lesson structure is uneven or may be unrealistic about time expectations.	☐ Learning activities are matched to instructional outcomes. ☐ Activities provide opportunity for higher-level thinking. ☐ The teacher provides a variety of appropriately challenging materials and resources. ☐ Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. ☐ The plan for the lesson or unit is well structured, with reasonable time allocations.	☐ Activities permit student choice. ☐ Learning experiences connect to other disciplines. ☐ The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. ☐ Lesson plans differentiate for individual student needs.
Comments: Click here to enter text.			

1f – Designing Student Assessments

Unsatisfactory	Basic	Proficient	Distinguished
☐ Assessments do not match instructional outcomes. ☐ Assessments lack criteria. ☐ No formative assessments have been designed. ☐ Assessment results do not affect future plans.	☐ Only some of the instructional outcomes are addressed in the planned assessments. ☐ Assessment criteria are vague. ☐ Plans refer to the use of formative assessments, but they are not fully developed. ☐ Assessment results are used to design lesson plans for the whole class, not individual students.	☐ All the learning outcomes have a method for assessment. ☐ Assessment types match learning expectations. ☐ Plans indicate modified assessments when they are necessary for some students. ☐ Assessment criteria are clearly written. ☐ Plans include formative assessments to use during instruction. ☐ Lesson plans indicate possible adjustments based on formative assessment data.	☐ Assessments provide opportunities for student choice. ☐ Students participate in designing assessments for their own work. ☐ Teacher-designed assessments are authentic, with real-world application as appropriate. ☐ Students develop rubrics according to teacher-specified learning objectives. ☐ Students are actively involved in collecting information from formative assessments and provide input.
Comments: Click here to enter text.			

2a – Creating an Environment of Respect and Rapport

Unsatisfactory	Basic	Proficient	Distinguished
☐ The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. ☐ Students' body language indicates feelings of hurt, discomfort, or insecurity. ☐ The teacher displays no familiarity with, or caring about, individual students. ☐ The teacher disregards disrespectful interactions among students.	☐ The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. ☐ The teacher attempts to respond to disrespectful behavior among students, with uneven results. ☐ The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	☐ Talk between the teacher and students and among students is uniformly respectful. ☐ The teacher successfully responds to disrespectful behavior among students. ☐ Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. ☐ The teacher makes general connections with individual students. ☐ Students exhibit respect for the teacher.	☐ The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. ☐ There is no disrespectful behavior among students. ☐ When necessary, students respectfully correct one another. ☐ Students participate without fear of put-downs or ridicule from either the teacher or other students. ☐ The teacher respects and encourages students' efforts.
Comments: Click here to enter text.			

2b – Establishing a Culture for Learning

Unsatisfactory	Basic	Proficient	Distinguished
☐ 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. ☐ The teacher conveys to at least some students that the work is too challenging for them. ☐ Students exhibit little or no pride in their work. ☐ Students use language incorrectly; the teacher does not correct them.	☐ The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. ☐ The teacher conveys high expectations for only some students. ☐ Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." ☐ The teacher's primary concern appears to be to complete the task at hand. ☐ The teacher urges, but does not insist, that students use precise language.	☐ The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. ☐ The teacher demonstrates a high regard for students' abilities. ☐ The teacher conveys an expectation of high levels of student effort. ☐ Students expend good effort to complete work of high quality. ☐ The teacher insists on precise use of language by students.	☐ The teacher communicates passion for the subject. ☐ The teacher conveys the satisfaction that accompanies a deep understanding of complex content. ☐ Students indicate through their questions and comments a desire to understand the content. ☐ Students assist their classmates in understanding the content. ☐ Students take initiative in improving the quality of their work. ☐ Students correct one another in their use of language.
Comments: Click here to enter text.			

2c – Managing Classroom Procedures

Unsatisfactory	Basic	Proficient	Distinguished
☐ Students not working with the teacher are not productively engaged. ☐ Transitions are disorganized, with much loss of instructional time. ☐ There do not appear to be any established procedures for distributing and collecting materials. ☐ A considerable amount of time is spent off task because of unclear procedures. ☐ Volunteers and paraprofessionals have no defined role and/or are idle much of the time.	☐ Students not working directly with the teacher are only partially engaged. ☐ Procedures for transitions seem to have been established, but their operation is not smooth. ☐ There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. ☐ Classroom routines function unevenly. ☐ Volunteers and paraprofessionals require frequent supervision.	☐ Students are productively engaged during small-group or independent work. ☐ Transitions between large- and small-group 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.	☐ With minimal prompting by the teacher, students ensure that their time is used productively. ☐ Students take initiative in distributing and collecting materials efficiently. ☐ Students themselves ensure that transitions and other routines are accomplished smoothly. ☐ Volunteers and paraprofessionals take initiative in their work in the class.
Comments: Click here to enter text.			

2d – Managing Student Behavior

Unsatisfactory	Basic	Proficient	Distinguished
☐ The classroom environment is chaotic, with no standards of conduct evident. ☐ The teacher does not monitor student behavior. ☐ Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.	☐ 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, other times lenient.	☐ Standards of conduct appear to have been established and implemented successfully. ☐ Overall, student behavior is generally appropriate. ☐ The teacher frequently monitors student behavior. ☐ The teacher's response to student misbehavior is effective.	☐ Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. ☐ The teacher silently and subtly monitors student behavior. ☐ Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.
Comments: Click here to enter text.			

2e – Organizing Physical Space

Unsatisfactory	Basic	Proficient	Distinguished
☐ There are physical hazards in the classroom, endangering student safety. ☐ Many students can't see or hear the teacher or see the board. ☐ Available technology is not being used even if it is available and its use would enhance the lesson.	☐ The physical environment is safe, and most students can see and hear the teacher or see the board. ☐ The physical environment is not an impediment to learning but does not enhance it. ☐ The teacher makes limited use of available technology and other resources.	☐ The classroom is safe, and all students are able to see and hear the teacher or see the board. ☐ The classroom is arranged to support the instructional goals and learning activities. ☐ The teacher makes appropriate use of available technology.	☐ Modifications are made to the physical environment to accommodate students with special needs. ☐ There is total alignment between the learning activities and the physical environment. ☐ Students take the initiative to adjust the physical environment. ☐ The teacher and students make extensive and imaginative use of available technology.
Comments: Click here to enter text.			

3a – Communicating with Students

Unsatisfactory	Basic	Proficient	Distinguished
☐ At no time during the lesson does the teacher convey to students what they will be learning.	☐ The teacher provides little elaboration or explanation about what the students will be learning.	☐The teacher states clearly, at some point during the lesson, what the students will be learning.	☐ If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.
☐ Students indicate through body language or questions that they don't understand the content being presented.	☐ The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.	☐ The teacher's explanation of content is clear and invites student participation and thinking.	☒ The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.
☐ The teacher makes a serious content error that will affect students' understanding of the lesson.	☐ The teacher makes no serious content errors but may make minor ones.	☐ The teacher makes no content errors.	☐ The teacher points out possible areas for misunderstanding.
☐ Students indicate through their questions that they are confused about the learning task.	☐ The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.	☐ The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.	☐ The teacher invites students to explain the content to their classmates.
☐ The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.	☐ The teacher must clarify the learning task so students can complete it.	☐ Students engage with the learning task, indicating that they understand what they are to do.	☐ Students suggest other strategies they might use in approaching a challenge or analysis.
☐ The teacher's vocabulary is inappropriate to the age or culture of the students.	☐ The teacher's vocabulary and usage are correct but unimaginative.	☐ If appropriate, the teacher models the process to be followed in the task.	☐ The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.
	☐ When the teacher attempts to explain academic vocabulary, it is only partially successful.	☐ The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.	☐ Students use academic language correctly.
	☐ The teacher's vocabulary is too advanced, or too juvenile, for students.	☐ The teacher's vocabulary is appropriate to students' ages and levels of development.	
Comments: Click here to enter text.			

3b – Using Questioning and Discussion Techniques

Unsatisfactory	Basic	Proficient	Distinguished
☐ Questions are rapid-fire and convergent, with a single correct answer. ☐ Questions do not invite student thinking. ☐ All discussion is between the teacher and students; students are not invited to speak directly to one another. ☐ The teacher does not ask students to explain their thinking. ☐ Only a few students dominate the discussion.	☐ The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. ☐ The teacher invites students to respond directly to one another's ideas, but few students respond. ☐ The teacher calls on many students, but only a small number actually participate in the discussion. ☐ The teacher asks students to explain their reasoning, but only some students attempt to do so.	☐ The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. ☐ The teacher makes effective use of wait time. ☐ Discussions enable students to talk to one another without ongoing mediation by the teacher. ☐ The teacher calls on most students, even those who don't initially volunteer. ☐ Many students actively engage in the discussion. ☐ The teacher asks students to justify their reasoning, and most students attempt to do so.	☐ Students initiate higher-order questions. ☐ The teacher builds on and uses student responses to questions in order to deepen student understanding. ☐ Students extend the discussion, enriching it. ☐ Students invite comments from their classmates during a discussion and challenge one another's thinking. ☐ Virtually all students are engaged in the discussion.
Comments: Click here to enter text.			

3c – Engaging Students in Learning

Unsatisfactory	Basic	Proficient	Distinguished
☐ Few students are intellectually engaged in the lesson. ☐ Learning tasks/activities and materials require only recall or have a single correct response or method. ☐ Instructional materials used are unsuitable to the lesson and/or the students. ☐ The lesson drags or is rushed.	☐ Some students are intellectually engaged in the lesson. ☐ Learning tasks are a mix of those requiring thinking and those requiring recall. ☐ Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. ☐ Few of the materials and resources require student thinking or ask students to explain their thinking. ☐ The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	☐ Most students are intellectually engaged in the lesson. ☐ Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. ☐ Students are invited to explain their thinking as part of completing tasks. ☐ Materials and resources require intellectual engagement, as appropriate. ☐ The pacing of the lesson provides students the time needed to be intellectually engaged.	☐ Virtually all students are intellectually engaged in the lesson. ☐ Lesson activities require high-level student thinking and explanations of their thinking. ☐ Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. ☐ Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
Comments: Click here to enter text.			

3d – Using Assessment in Instruction

Unsatisfactory	Basic	Proficient	Distinguished
☐ 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. ☐ The teacher makes no attempt to adjust the lesson in response to student confusion.	☐ There is little evidence that the students understand how their work will be evaluated. ☐ The teacher monitors understanding through a single method, or without eliciting evidence of understanding from 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. ☐ The teacher's attempts to adjust the lesson are partially successful.	☐ The teacher makes the standards of high-quality work clear to students. ☐ The teacher elicits evidence of student understanding. ☐ Students are invited to assess their own work and make improvements; most of them do so. ☐ Feedback includes specific and timely guidance, at least for groups of students. ☐ When improvising becomes necessary, the teacher makes adjustments to the lesson.	☐ Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. ☐ The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. ☐ Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. ☐ High-quality feedback comes from many sources, including students; it is specific and focused on improvement. ☐ The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.
Comments: Click here to enter text.			

3e – Demonstrating Flexibility and Responsiveness

Unsatisfactory	Basic	Proficient	Distinguished
☐ The teacher ignores indications of student boredom or lack of understanding. ☐ The teacher brushes aside students' questions. ☐ The teacher conveys to students that when they have difficulty learning, it is their fault. ☐ In reflecting on practice, the teacher does not indicate that it is important to reach all students. ☐ The teacher makes no attempt to adjust the lesson in response to student confusion.	☐ The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson. ☐ The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them. ☐ In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so. ☐ The teacher's attempts to adjust the lesson are partially successful.	☐ The teacher incorporates students' interests and questions into the heart of the lesson. ☐ The teacher conveys to students that she has other approaches to try when the students experience difficulty. ☐ In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. ☐ When improvising becomes necessary, the teacher makes adjustments to the lesson.	☐ 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. ☐ In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students. ☐ The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.
Comments: Click here to enter text.			

4a – Reflecting on Teaching

Unsatisfactory	Basic	Proficient	Distinguished
☐ The teacher considers the lesson but draws incorrect conclusions about its effectiveness. ☐ The teacher makes no suggestions for improvement.	☐ The teacher has a general sense of whether or not instructional practices were effective. ☐ The teacher offers general modifications for future instruction.	☐ The teacher accurately assesses the effectiveness of instructional activities used. ☐ The teacher identifies specific ways in which a lesson might be improved.	☐ The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. ☐ The teacher's suggestions for improvement draw on an extensive repertoire.
Comments: Click here to enter text.			

4b – Maintaining Accurate Records

Unsatisfactory	Basic	Proficient	Distinguished
☐ There is no system for either instructional or non-instructional records. ☐ Record-keeping systems are in disarray and provide incorrect or confusing information.	☐ The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information. ☐ The teacher's process for tracking student progress is cumbersome to use. ☐ The teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors.	☐ The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. ☐ The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. ☐ The teacher's process for recording non-instructional information is both efficient and effective.	☐ Students contribute to and maintain records indicating completed and outstanding work assignments. ☐ Students contribute to and maintain data files indicating their own progress in learning. ☐ Students contribute to maintaining non-instructional records for the class.
Comments: Click here to enter text.			

4c – Communicating with Families

Unsatisfactory	Basic	Proficient	Distinguished
☐ Little or no information regarding the instructional program is available to parents. ☐ Families are unaware of their children's progress. ☐ Family engagement activities are lacking. ☐ There is some culturally inappropriate communication.	☐ School- or district-created materials about the instructional program are sent home. ☐ The teacher sends home infrequent or incomplete information about the instructional program. ☐ The teacher maintains a school-required gradebook but does little else to inform families about student progress. ☐ Some of the teacher's communications are inappropriate to families' cultural norms.	☐ The teacher regularly makes information about the instructional program available. ☐ The teacher regularly sends home information about student progress. ☐ The teacher develops activities designed to engage families successfully and appropriately in their children's learning. ☐ Most of the teacher's communications are appropriate to families' cultural norms.	☐ Students regularly develop materials to inform their families about the instructional program. ☐ Students maintain accurate records about their individual learning progress and frequently share this information with families. ☐ Students contribute to regular and ongoing projects designed to engage families in the learning process. ☐ All of the teacher's communications are highly sensitive to families' cultural norms.
Comments: Click here to enter text.			

4d – Participating in a Professional Community

Unsatisfactory	Basic	Proficient	Distinguished
☐ The teacher's relationships with colleagues are characterized by negativity or combativeness.	☐ The teacher has cordial relationships with colleagues.	☐ The teacher has supportive and collaborative relationships with colleagues.	☐ The teacher takes a leadership role in promoting activities related to professional inquiry.
☐ The teacher purposefully avoids contributing to activities promoting professional inquiry.	☐ When invited, the teacher participates in activities related to professional inquiry.	☐ The teacher regularly participates in activities related to professional inquiry.	☐ The teacher regularly contributes to and leads events that positively impact school life.
☐ The teacher avoids involvement in school activities and district and community projects.	☐ When asked, the teacher participates in school activities, as well as district and community projects.	☐ The teacher frequently volunteers to participate in school events and school district and community projects.	☐ The teacher regularly contributes to and leads significant district and community projects.
Comments: Click here to enter text.			

4e – Growing and Developing Professionally

Unsatisfactory	Basic	Proficient	Distinguished
☐ The teacher is not involved in any activity that might enhance knowledge or skill.	☐ The teacher participates in professional activities when they are required or provided by the district.	☐ The teacher seeks regular opportunities for continued professional development.	☐ The teacher seeks regular opportunities for continued professional development, including initiating action research.
☐ The teacher purposefully resists discussing performance with supervisors or colleagues.	☐ The teacher reluctantly accepts feedback from supervisors and colleagues.	☐ The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.	☐ The teacher actively seeks feedback from supervisors and colleagues.
☐ The teacher ignores invitations to join professional organizations or attend conferences.	☐ The teacher contributes in a limited fashion to professional organizations.	☐ The teacher actively participates in organizations designed to contribute to the profession.	☐ The teacher takes an active leadership role in professional organizations in order to contribute to the profession.
Comments: Click here to enter text.			

4f – Showing Professionalism

Unsatisfactory	Basic	Proficient	Distinguished
☐ The teacher is dishonest. ☐ The teacher does not notice the needs of students. ☐ The teacher engages in practices that are self-serving. ☐ The teacher willfully rejects district regulations.	☐ The teacher is honest. ☐ The teacher notices the needs of students but is inconsistent in addressing them. ☐ The teacher does not notice that some school practices result in poor conditions for students. ☐ The teacher makes decisions professionally but on a limited basis. ☐ The teacher complies with district regulations.	☐ The teacher is honest and known for having high standards of integrity. ☐ The teacher actively addresses student needs. ☐ The teacher actively works to provide opportunities for student success. ☐ The teacher willingly participates in team and departmental decision making. ☐ The teacher complies completely with district regulations.	☐ The teacher is considered a leader in terms of honesty, integrity, and confidentiality. ☐ The teacher is highly proactive in serving students. ☐ The teacher makes a concerted effort to ensure opportunities are available for all students to be successful. ☐ The teacher takes a leadership role in team and departmental decision making. ☐ The teacher takes a leadership role regarding district regulations.
Comments: Click here to enter text.			