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Domain #1: Purposeful Planning

Teachers use content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Competency 1.1	Highly Effective	Effective	Improvement Necessary	Ineffective
	4 Points	**3 Points**	**2 Points**	**1 Point**
Utilize Assessment Data to Plan	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding _>91-100%_	**Teacher uses prior assessment data to formulate:** - Achievement goals, unit plans, AND lesson plans _>71-90%_	**Teacher uses prior assessment data to formulate:** - Achievement goals, unit plans, OR lesson plans, but not all of the above _>51-69%_	Teacher rarely or never uses prior assessment data when planning. _50% or fewer_
Competency 1.2	**Highly Effective**	**Effective**	**Improvement Necessary**	**Ineffective**
Set Ambitious and Measurable Achievement Goals	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Plans an <u>ambitious</u> annual student achievement goal	**Teacher develops an annual student achievement goal that is:** - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	**Teacher develops an annual student achievement goal that is:** - Measurable **The goal may not:** - Align to content standards; OR - Include benchmarks to help	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes

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			monitor learning and inform interventions throughout the year	
	>91-100%	*>71-90%*	*>51-70%*	*50% or fewer*
Competency 1.3	**Highly Effective**	**Effective**	**Improvement Necessary**	**Ineffective**
Develop Standards-Based Unit Plans and Assessments	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit *>91-100*	**Based on achievement goals, teacher plans units by:** - Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit *>71-90%*	**Based on achievement goals, teacher plans units by:** - Identifying content standards that students will master in each unit **Teacher may not:** -Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit *>51-70%*	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all. *50% or fewer*
Competency 1.4	**Highly Effective**	**Effective**	**Improvement Necessary**	**Ineffective**
Create Objective-Driven Lesson Plans and Assessments	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all	**Based on the unit plan, teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards. - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Administer formative assessments that measure	**Based on the unit plan, the teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. The teacher may not: - Design assignments that are meaningful or relevant	Teacher rarely or never plans daily lessons OR daily lessons are planned but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.

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	Highly Effective	Effective	Improvement Necessary	Ineffective
	assessments to directly inform instruction *>91-100%*	progress towards mastery and inform instruction *>71-90%*	- Administer formative assessments to measure progress towards mastery or inform instruction. *>51-70%*	*50% or fewer*
Competency 1.5	**Highly Effective**	**Effective**	**Improvement Necessary**	**Ineffective**
Track Student Data and Analyze Progress	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day *>91-100%*	**Teacher uses an effective data tracking system for:** - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals *>71-90%*	**Teacher uses an effective data tracking system for:** - Recording student assessment/ progress data - Maintaining a grading system **Teacher may not:** - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals *>51-70%*	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system *50% or fewer*

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Domain #2: Effective Instruction

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Competency 2.1	Highly Effective	Effective	Improvement Necessary	Ineffective
	4 Points	**3 Points**	**2 Points**	**1 Point**
Develop student understanding and mastery of lesson objectives	**Teacher is highly effective at developing student understanding and mastery of lesson objectives** *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comment that they understand this connection	**Teacher is effective at developing student understanding and mastery of lesson objectives** - The lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson - The objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms - The importance of the objective is explained so that students understand why they are learning what they are learning	**Teacher needs improvement at developing student understanding and mastery of lesson objectives** - Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Teacher attempts explanation of the importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or	**Teacher is ineffective at developing student understanding and mastery of lesson objectives** - Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or the teacher may fail to make this connection for students - The teacher may fail to discuss the importance of the objective or there may not be a clear understanding amongst students

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			students fail to make this connection	as to why the objective is important.
		- Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective >71-90%	- Organization of the lesson may not always be connected to mastery of the objective	- There may be no effort to connect the objective to prior knowledge of students - The lesson is disorganized and does not lead to mastery of the objective. *50% or fewer*
	>91-100%		*>51-70%*	

Notes:	1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate). 2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lessons, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

Competency 2.2	Highly Effective	Effective	Improvement Necessary	Ineffective
Demonstrate and Clearly Communicate Content Knowledge to Students	**Teacher is highly effective at demonstrating and clearly communicating content knowledge to students** *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas,	**Teacher is effective at demonstrating and clearly communicating content knowledge to students** - Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise, and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding	**Teacher needs improvement at demonstrating and clearly communicating content knowledge to students** -Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding	**Teacher is ineffective at demonstrating and clearly communicating content knowledge to students** - Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is

students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher lev *>91-100%*	- Teacher emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development *>71-90%*	- Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development *>51-70%*	obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language - Teacher does not implement new and improved instructional strategies learned via professional development *50% or fewer*
Notes:	1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson. 2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency. 3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.		

Competency 2.3	Highly Effective	Effective	Improvement Necessary	Ineffective
Engage students in academic content	**Teacher is highly effective at engaging students in academic content** *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:*	**Teacher is effective at engaging students in academic content** -3/4 or more of students are actively engaged in content at all times and not off-task	**Teacher needs improvement at engaging students in academic content** - Fewer than 3/4 of students are engaged in content and many are off-task	**Teacher is ineffective at engaging students in academic content** - Fewer than 1/2 of students are engaged in content and many are off-task

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- Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Teacher effectively integrates technology as a tool to engage students in academic content	- Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Ways of engaging with content reflect different learning modalities or intelligences - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)	- Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Teacher may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective - ELL and IEP students are sometimes given appropriate accommodations to be engaged in content - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	- Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Teacher does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content - Students do not actively listen and are overtly disinterested in engaging.
_>91-100%_	_>71-90%_	_>51-70%_	_50% or fewer_
Notes	1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson. 2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during the lesson; or (c) active participation in hands-on tasks/activities. 3. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.		

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Competency 2.4	Highly Effective	Effective	Improvement Necessary	Ineffective
Check for Understanding	**Teacher is highly effective at checking for understanding** _For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:_ - Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higherorder thinking _>91-100%_	**Teacher is effective at checking for understanding** - Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) - Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) _>71-90%_	**Teacher needs improvement at checking for understanding** - Teacher sometimes checks for understanding of content, but misses several key moments - Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding - Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments. _>51-70%_	**Teacher is ineffective at checking for understanding** - Teacher rarely or never checks for understanding of content, or misses nearly all key moments -Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Teacher rarely or never assesses for mastery atthe end of the lesson _50% or fewer_
Notes	1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice. 2. Examples of how the teacher may assess student understanding and mastery of objectives: • Checks for Understanding: thumbs up/down, cold-calling • Do Nows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips			

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Competency 2.5	Highly Effective	Effective	Improvement Necessary	Ineffective
Modify Instruction As Needed	**Teacher is highly effective at modifying instruction as needed** _For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:_ - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement _>91-100%_	**Teacher is effective at modifying instruction as needed** - Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful _>71-90%_	**Teacher needs improvement at modifying instruction as needed** - Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding _>51-70%_	**Teacher is ineffective at modifying instruction as needed** - Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding _50% or fewer_
Notes	1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding. 2. A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.			

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Competency 2.6	Highly Effective	Effective	Improvement Necessary	Ineffective
Develop Higher Level of Understanding through Rigorous Instruction and Work	**Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work** *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Lesson is accessible and challenging to all students - Students are able to answer higher-level questions with meaningful responses - Students pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great - Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments) *>91-100%*	**Teacher is effective at developing a higher level of understanding through rigorous instruction and work** - Lesson is accessible and challenging to almost all students - Teacher frequently develops higher-level understanding through effective questioning - Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding - Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks *>71-90%*	**Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work** - Lesson is not always accessible or challenging for students - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) - Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying *>51-70%*	**Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work** - Lesson is not aligned with developmental level of students (may be too challenging or too easy) - Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. - Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding. - Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks *50% or fewer*

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Notes	1. Examples of types of questions that can develop higher-level understanding: • Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent") • Asking students to explain their reasoning • Asking students to explain why they are learning something or to • Asking students to apply a new skill or concept in a different context • Posing a question that increases the rigor of the lesson content • Prompting students to make connections to previous material or prior knowledge 2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given. 3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency 4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

Competency 2.7	Highly Effective	Effective	Improvement Necessary	Ineffective
Maximize Instructional Time	**Teacher is highly effective at maximizing instructional time** _For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:_ - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher - Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Students share responsibility for operations and routines and work well together to accomplish these tasks	**Teacher is effective at maximizing instructional time** - Students arrive on-time and are aware of the consequences of arriving late (unexcused) - Class starts on-time - Routines, transitions, and procedures are well executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher - Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) - Teacher delegates time between parts of the lesson appropriately so as to best to	**Teacher needs improvement at maximizing instructional time** - Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged - Teacher may delegate lesson time inappropriately between parts of the lesson - Significant prompting from the teacher is necessary for students to follow instructions and remain on-task	**Teacher is ineffective at maximizing instructional time** - Students may frequently arrive late (unexcused) for class without consequences - Teacher may frequently start class late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require a significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Teacher wastes significant time between parts of the lesson due to classroom management. - Even with significant prompting, students frequently

	- All students are on-task and follow instructions of the teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson *>91-100%*	lead students towards mastery of objective - Almost all students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson. *>71-90%*	- Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and the teacher may have to stop the lesson frequently to address the problem. *>51-70%*	do not follow directions and are off task - Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson. *50% or fewer*
Notes	1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline. 2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.			

Competency 2.8	Highly Effective	Effective	Improvement Necessary	Ineffective
Create Classroom Culture of Respect and Collaboration	**Teacher is highly effective at creating a classroom culture of respect and collaboration** *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and	**Teacher is effective at creating a classroom culture of respect and collaboration** - Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior	**Teacher needs improvement at creating a classroom culture of respect and collaboration** - Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together	**Teacher is ineffective at creating a classroom culture of respect and collaboration** - Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention

	discourage negative behavior amongst themselves	- Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions	- Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others	- Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior
	>91-100%	*>71-90%*	*>51-70%*	*50% or fewer*
Notes	1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard. 2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.			
Competency 2.9	**Highly Effective**	**Effective**	**Improvement Necessary**	**Ineffective**
Set High Expectations for Academic Success	**Teacher is highly effective at setting high expectations for academic success.** *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves	**Teacher is effective at setting high expectations for academic success.** - Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly)	**Teacher needs improvement at setting high expectations for academic success.** - Teacher may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily)	**Teacher is ineffective at setting high expectations for student success.** - Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently

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- Student comments and actions demonstrate that they are excited about their work and understand why it is important _>91-100%_	- Teacher celebrates and praises academic work. - High quality work of all students is displayed in the classroom _>71-90%_	- Teacher may praise the academic work of some, but not others - High quality work of a few, but not all students, may be displayed in the classroom _>51-70%_	discouraging comments from the teacher or peers - Teacher rarely or never praises academic work or good behavior - High quality work is rarely or never displayed in the classroom _50% or fewer_
Notes	1. There are several ways for a teacher to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc		

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Domain #3: Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competency 3.1	Highly Effective	Effective	Improvement Necessary	Ineffective
	4 Points	3 Points	2 Points	1 Point
Contribute to School Culture	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class _>91-100%_	**Teacher will:** - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class _>71-90%_	**Teacher will:** - Contribute occasional ideas and expertise to further the school's mission and initiatives **Teacher may not:** - Frequently dedicates time to help students and peers efficiently outside of class _>51-70%_	Teacher rarely or never contributes ideas aimed at improving school efforts. The teacher dedicates little or no time outside of class towards helping students and peers. _50% or fewer_
Competency 3.2	**Highly Effective**	**Effective**	**Improvement Necessary**	**Ineffective**
Collaborate with Peers	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations	**Teacher will:** - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need	**Teacher will:** - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed **Teacher may not:**	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player

	- Take on leadership roles within collaborative groups such as Professional Learning Communities *>91-100%*		- Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others *>51-70%*	
		>71-90%		*50% or fewer*
Competency 3.3	**Highly Effective**	**Effective**	**Improvement Necessary**	**Ineffective**
Seek Professional Skills and Knowledge	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may**: - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions *>91-100%*	**Teacher will:** - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices *>71-90%*	**Teacher will:** - Attend all mandatory professional development opportunities **Teacher may not:** - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well *>51-70%*	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning *50% or fewer*
Competency 3.4	**Highly Effective**	**Effective**	**Improvement Necessary**	**Ineffective**
Advocate for Student Success	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Display commitment to the education of all the students in the school	**Teacher will:** - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement	**Teacher will:** - Display commitment to the education of all his/her students **Teacher may not:**	Teacher rarely or never displays a commitment to the education of his/her students. The teacher accepts failure as par for the course and does not advocate for students' needs.

PLA _**Teacher Evaluation**_ _Performance Level Descriptors Rubric_

			- Advocate for students' needs	
	- Make changes and take risks to ensure student success _>91-100%_	- Advocate for students' individualized needs _>71-90%_	_>51-70%_	_50% or fewer_
Competency 3.5	**Highly Effective**	**Effective**	**Improvement Necessary**	**Ineffective**
Engage Families in Student Learning	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events _>91-100%_	**Teacher will:** - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school _>71-90%_	**Teacher will:** - Respond to contact from parents - Engage in all forms of parent outreach required by the school **Teacher may not:** - Proactively reach out to parents to engage them in student learning _>51-70%_	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents. _50% or fewer_

Core Professionalism Rubric These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

PLA *Teacher Evaluation* Performance Level Descriptors Rubric

Indicator	Does Not Meet Standard	Meets Standard
1 **Attendance and On-Time Arrival**	Individual demonstrates a pattern of unexcused absences and a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy)	Individual has not demonstrated a pattern of unexcused absences and has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy)
2 **Professional Growth and Responsibility**	Individual demonstrates a pattern of not being responsive to tasks i.e., emails, positive contribution to culture, professional development participation, and is not responsive to coaching feedback.	Individual demonstrates a pattern of being responsive to tasks i.e., emails, a positive contribution to the culture, professional development participation, and responsive to coaching feedback.
3 **Policies and Procedures**	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4 **Respect**	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner