



**I. Curriculum, Planning , and Assessment**

The Teacher:      4                                      3                                      2                                      1

	<b>Exemplary</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
	student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student’s needs.	student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to most students.	resources, and grouping that interests only some students.	grouping for the intended outcome or for the students in the class with little student involvement and/or motivation.
f. Support	Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues (classroom teachers, admin., ISPs) conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning and/or development.	Regularly shares with appropriate colleagues (classroom teachers, admin, ISPs) conclusions about student progress and seeks feedback from them about practices that will support student learning.	Occasionally shares with appropriate colleagues (classroom teachers, admin, ISPs) conclusions about student progress and seeks feedback from them about practices that will support student learning.	Rarely shares with appropriate colleagues (classroom teachers, admin, ISPs) conclusions about student progress and seeks feedback from them about practices that will support student learning.
g. Data Analysis	Works with colleagues to analyze, chart and use data to fine-tune teaching in a way that produces student growth.	Analyzes, charts and uses data from assessments, draws conclusions, and shares them with colleagues appropriately.	Records students’ grades from assessments and notes some general patterns for future reference.	Gives tests, records students’ grades without analysis and moves on with the curriculum.
h. Reflection	Works with colleagues to reflect daily on what worked and what didn't and continuously improve instruction.	Reflects weekly on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.
i. Knowledge	Is an expert in the subject area and can provide training to other staff or parents. Is up to date on	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students learn and develop.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.

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	authoritative research on child development and how people learn.			
j. Standards	Has a detailed plan for the year that is tightly aligned with high standards and external assessments. Detailed plan includes authentic, rigorous lessons.	Follows the district’s curriculum map so students will meet standards and be ready for unit, district and external assessments.	Infrequently follows the district curriculum map to prepare students for district and external assessments.	Plans lesson by lesson and has little familiarity with state standards and tests.
k. Units	Designs all units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/local curricula.	Designs most units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/local curricula.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an ad hoc basis with little or no consideration for long-range curriculum goals.