

I. Curriculum, Planning & Assessment

A. Curriculum and Planning Indicators

B. Assessment Indicators

C. Analysis Indicators

The Teacher:

4

3

2

1

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
I-A-1. Subject Matter Knowledge	Demonstrates expertise in subject matter and the pedagogy it requires by consistently engaging all students in learning experiences that enable them to acquire, synthesize, and apply complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. Models this practice for others.	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary.	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or subject-specific skills and vocabulary.
I-A-2. Child and Adolescent Development	Demonstrates expert knowledge of the developmental levels of students in this grade or subject and uses this knowledge to differentiate and expand learning experiences that enable all students to exercise self-management, make responsible decisions, and make significant progress toward meeting intended outcomes. Models this practice for others.	Demonstrates knowledge of the developmental levels of students in this grade or subject and the different ways they learn by providing differentiated learning experiences that enable all students to exercise self-management, make responsible decisions, and progress toward meeting intended outcomes.	Demonstrates knowledge of developmental levels of students in this grade or subject, but does not identify developmental levels and ways of learning among the students in the class and/or develops learning experiences that enable some, but not all, students to exercise self-management, make responsible decisions, and move toward meeting intended outcomes.	Demonstrates little or no knowledge of developmental levels of students in this grade or subject, or differences in how students learn. Typically develops one learning experience for all students that does not enable most students to meet the intended outcomes.

I. Curriculum, Planning & Assessment

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B. Assessment Indicators

C. Analysis Indicators

The Teacher:

4

3

2

1

I-A-3. Well-Structure d Units and Lessons	Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that all students are able to learn and apply in authentic contexts the knowledge and skills defined in state standards/local curricula. Models this practice for others.	Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula.	Implements lessons and units of instruction to address some knowledge and skills defined in state standards/local curricula with some elements of appropriate student engagement strategies, but some student outcomes are poorly defined and/or tasks are not challenging.	Delivers individual lessons rather than units of instruction; constructs units of instruction that are not aligned with state standards/local curricula; and/or designs lessons that lack measurable outcomes, fail to include appropriate student engagement strategies, and/or include tasks that mostly rely on lower level thinking skills.
I-B-1. Variety of Assessment Methods	Designs and administers a comprehensive system of informal and formal assessments, including common interim assessments and ongoing progress monitoring methods, to measure each student's learning, growth, and progress toward achieving state/local standards. Models this practice for others.	Uses a variety of informal and formal assessments methods, including common interim assessments, to measure students' learning, growth, and progress toward achieving state/local standards.	May administer some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards.	Administers only the assessments required by the school and/or measures only point-in-time student achievement.

I. Curriculum, Planning & Assessment

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The Teacher:

4

3

2

1

I-B-2. Adjustments to Practice	Regularly organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice in real-time and in upcoming lessons or units by (a) identifying and/or implementing appropriate differentiated interventions and enhancements for all students, and (b) making appropriate modifications to lessons and units. Models this practice for others.	Analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement differentiated interventions and enhancements for students.	May analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings	Makes few adjustments to practice based on formal and informal assessments.
I-C-1. Analysis and Conclusions	Draws appropriate, actionable conclusions from a thorough analysis of a wide range of assessment data to inform short- and long-term instructional decisions that improve learning for all students. Models this practice for others.	Draws appropriate conclusions from a thorough analysis of a wide range of assessment data to inform instructional decisions and improve student learning.	Draws conclusions from a limited analysis of student data to inform student grading and promotion decisions.	Does not draw conclusions from student data beyond completing minimal requirements such as grading for report cards.
I-C-2.	Proactively and regularly shares conclusions and insights about student progress with all	Regularly shares with appropriate colleagues (e.g., general education, special	Only occasionally shares with colleagues conclusions about student progress and/or only	Rarely shares with colleagues conclusions about student

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The Teacher:

4

3

2

1

Sharing Conclusions With Colleagues	appropriate colleagues. Seeks and applies feedback from them about instructional and assessment practices that will support improved student learning.	education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning.	occasionally seeks feedback from them that will support improved student learning.	progress and/or rarely seeks feedback.
I-C-3. Sharing Conclusions With Students	Establishes regular feedback loops with students that support constructive conversation about student performance, progress, and improvements based on assessment data. Models this practice for others.	Based on assessment data, provides descriptive feedback to students, engages them in constructive conversation, and seeks feedback that focuses on how students can improve their performance.	Provides some feedback to students about performance beyond grades but rarely shares strategies or solicits feedback from students on how to improve their performance toward objectives.	Provides little or no feedback to students about their performance except through grades or report of task completion, or provides inappropriate feedback that does not support students to improve their performance.

II. Teaching All Students

- A. Instruction Indicators
- B. Learning Environment Indicators
- C. Student Learning Indicator
- D. Cultural Proficiency Indicator
- E. Expectations Indicators

The Teacher:

4

3

2

1

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
II-A-1. Quality of Effort and Work	Consistently demonstrates high expectations for the quality of student work and the perseverance and effort required to produce it; supports students to set high expectations for themselves and for each other to produce high-quality work. Regularly provides exemplars, rubrics and guided practice. Models this practice for others.	Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.	May state high expectations for quality and effort, but provides few exemplars and rubrics, limited guided practice, and/or few other supports to help students know what is expected of them; may establish inappropriately low expectations for quality and effort.	Establishes no or low expectations around quality of work and effort and/or offers few supports for students to produce quality work or effort.
II-A-2. Student Engagement	Consistently uses instructional practices that motivate and engage all students in the content of the lesson and independent work. Models this practice for others	Consistently uses instructional practices that are likely to motivate and engage most students in the content of the lesson.	Uses instructional practices that motivate and engage some students in the content of the lesson, but leave others uninvolved and/or passive participants.	Uses instructional practices that leave most students uninvolved and/or passive participants in the content of the lesson.

III. Teaching All Students

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The Teacher:

4

3

2

1

II-A-3. Meeting Diverse Needs	Uses a variety of appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate specific differences in individual students' learning needs, abilities, interests, and levels of readiness, creating structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Models this practice for others.	Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students' learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners.	May use some appropriate inclusive practices to accommodate differences, but fails to address an adequate range of differences.	Uses limited and/or inappropriate practices to accommodate differences.
II-B-1. Safe Learning Environment	Uses routines and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Models this practice for others.	Uses routines and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	May create and maintain a safe physical environment but inconsistently maintains routines and responses needed to prevent and/or stop behaviors that interfere with all students' learning	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective routines and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.

III. Teaching All Students

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The Teacher:

4

3

2

1

II-B-2. Collaborative Learning Environment	Develops and reinforces students' relationship and communication skills by providing opportunities for students to learn in groups with diverse peers and facilitating meaningful academic discourse, such that students regularly seek out their peers as resources. Models this practice for others.	Develops students' relationship and communication skills by providing opportunities for students to learn in groups with diverse peers and facilitating meaningful academic discourse.	Teaches some relationship and communication skills by providing some opportunities for students to work in groups and facilitating meaningful discourse.	Makes little effort to teach relationship and communication skills or facilitate student work in groups, or such attempts are ineffective.
II-B-3. Student Motivation	Consistently supports all students to identify strengths, interests, and needs; set and pursue learning goals; ask for support when appropriate; take academic risks; problem-solve; challenge themselves; and monitor their own progress. Models this practice for others.	Regularly creates learning experiences that guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; take academic risks; and challenge themselves to learn.	Creates some learning experiences that guide students to identify needs, ask for support, problem-solve, and challenge themselves to take academic risks.	Directs all learning experiences, providing few, if any, opportunities for students to take academic risks or challenge themselves to learn.
II-C. Student Learning Indicator	Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement. For teachers who are responsible for direct instruction, these measures must include student progress on common assessments and, where available, statewide student growth measures.			

III. Teaching All Students

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The Teacher: 4 3 2 1

II-D-1. Creates and Maintains a Respectful Environment	Establishes an environment in which students demonstrate respect for and affirm their own (self-awareness) and others' (social awareness) differences and are supported to share, explore, and initiate dialogue about differences and similarities related to background, identity, language, strengths, and challenges. Responds appropriately if/when conflicts or mis-understandings arise related to such differences. Models this practice for others.	Establishes an environment in which students demonstrate respect for and affirm their own (self-awareness) and others' (social awareness) differences related to background, identity, language, strengths, and challenges, and responds appropriately if/when conflicts or misunderstandings arise related to such differences.	Establishes an environment in which students generally demonstrate respect for individual differences; anticipates and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.	Establishes an environment in which students demonstrate limited respect for individual differences, and fail to identify and/or responds in inappropriate ways when conflicts arise.
II-E-1. High Expectations	Effectively communicates high standards for student work, effort, and behavior such that students take ownership of meeting them; models and reinforces ways	Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards	Occasionally communicates expectations for student work, effort, and behavior in the classroom, but inconsistently enforces these expectations and/or does little to counteract	Does not communicate specific academic and behavior expectations to students, and gives up on some students or communicates that some

III. Teaching All Students

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The Teacher: 4 3 2 1

	that students can master challenging material through effective effort, and successfully challenges misconceptions about innate ability. Models this practice for others.	through effective effort, rather than innate ability.	student misconceptions about innate ability.	cannot master challenging material.
II-E-2. Access to Knowledge	Individually and with colleagues, consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities; models approaches that lead students to access knowledge on their own as well. Models this practice for others.	Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.	Occasionally adapts instruction, materials, and assessments to make challenging material accessible to all students	Rarely adapts instruction, materials, and assessments to make challenging material accessible to all students.

III. Family and Community Engagement

- A. Engagement Indicator
- B. Collaboration Indicators
- C. Communication Indicator

The Teacher: 4 3 2 1

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
III-A-1. Family Engagement	Support all families using a variety of culturally responsive practices and communication strategies that result in increased and/or more meaningful participation in the classroom and/or school community. Models this practice for others.	Uses a variety of culturally responsive practices and communication strategies to support every family to participate actively and appropriately in the classroom and/or school community.	Makes limited attempts to involve families in school and/or classroom activities, meetings, and planning.	Does not welcome families to become participants in the classroom and school community or actively discourages their participation.
III-B-1. Learning Expectations	Successfully communicates to families' student learning and behavior expectations and their purposes, such that they can be readily reinforced at home. Models this practice for others.	Consistently provides families with clear, user-friendly expectations for student learning and behavior.	Sends home only a list of classroom rules and the learning outline or syllabus for the year.	Does not inform families about learning or behavior expectations
III-B-2. Curriculum Support	Regularly updates families on curriculum throughout the year, and prompts most families to use one or more suggested strategies for supporting learning at school and home including appropriate adaptation for students with disabilities or limited English proficiency. Consistently seeks out feedback and evidence of	Regularly updates families on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.	Sends home occasional suggestions on how families can support children at home or at school.	Rarely, if ever, communicates with families on ways to support children at home or at school.

IV. Family and Community Engagement

- A. Engagement Indicator
- B. Collaboration Indicators
- C. Communication Indicator

The Teacher:

4

3

2

1

	impact. Models this practice for others.			
III-C-1. Culturally Proficient Communication	Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about student learning and performance, while demonstrating understanding of and appreciation for different families' home language, culture, and values. Models this practice for others.	Regularly communicates with families about student learning and performance, and invites and responds promptly to communications from families while demonstrating understanding of and respect for different home languages, cultures, and values.	Relies primarily on newsletters and other one-way media to communicate with families; usually responds promptly and respectfully to communications from families, but demonstrates inconsistent or little understanding of different home languages, cultures, and values.	Communicates with or responds to families only through report cards, and/or communicates with families inappropriately or disrespectfully; makes no effort to understand different home languages, cultures, and values.

IV. Professional Culture

- A. Reflection Indicators
- B. Professional Growth Indicator
- C. Collaboration Indicator
- D. Decision-Making Indicator
- E. Shared Responsibility Indicator
- F. Professional Responsibilities Indicators

The Teacher: 4 3 2 1

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
IV-A-1. Reflective Practice	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; uses and shares back with colleagues insights gained to improve practice and student learning.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	May reflect on the effectiveness of lessons/ units and interactions with students by oneself, but not with colleagues, and/or rarely uses insights to improve practice.	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.
IV-A-2. Goal Setting	Individually and with colleagues proposes and monitors challenging, measurable goals that are based on thorough self-assessment and analysis of student learning data, and that elevate educator practice as well as student learning. Models this practice for others.	Proposes and monitors challenging, measurable professional practice and student learning goals that are based on thorough self-assessment and analysis of student learning data.	Proposes goals that are sometimes vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student learning data.	Generally, participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach.
IV-B-1. Professional Learning and Growth	Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development	Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development	Participates only in required professional development activities and/or inconsistently or inappropriately applies new learning to improve practice.	Participates in few, if any, professional development and learning opportunities to improve practice and/or

V. Professional Culture

- G. Reflection Indicators
- H. Professional Growth Indicator
- I. Collaboration Indicator
- J. Decision-Making Indicator
- K. Shared Responsibility Indicator
- L. Professional Responsibilities Indicators

The Teacher:	4	3	2	1
	activities, and other resources in a way that builds expertise of self and other educators, and improves student learning; assumes different instructional and leadership responsibilities.	activities, and other resources to gain expertise and/or assume different instructional and leadership responsibilities.		applies little new learning to practice.
IV-C-1. Professional Collaboration	Effectively leads peer collaboration in areas such as implementing standards-based units and well-structured lessons, examining student work, analyzing student performance, and planning appropriate intervention.	Consistently and effectively collaborates with colleagues on a wide range of tasks such as implementing standards-based units and well-structured lessons, examining student work, analyzing student performance, and planning appropriate interventions.	Does not consistently collaborate with colleagues in ways that support productive team effort.	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning.
IV-D-1. Decision-Making	Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or	Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level	May participate in planning and decision making at the school, department, and/or grade level but rarely	Participates in planning and decision making at the school, department, and/or grade level only when asked and

V. Professional Culture

- G. Reflection Indicators
- H. Professional Growth Indicator
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- K. Shared Responsibility Indicator
- L. Professional Responsibilities Indicators

The Teacher:	4	3	2	1
	grade level that are critical to school improvement efforts.		contributes relevant ideas or expertise.	rarely contributes relevant ideas or expertise.
IV-E-1. Shared Responsibility	Individually and with colleagues, develops strategies and actions that contribute to the learning and productive behavior of all students at the school, within and beyond the classroom.	Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.	Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs.	Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs.
IV-F-1. Judgment		Demonstrates sound, professional judgment, adheres to the school or district's existing code of ethics, and protects student confidentiality appropriately.	Sometimes demonstrates questionable professional judgment or insufficient knowledge of the school or district's existing code of ethics, and/or inadvertently shares confidential information.	Demonstrates poor professional judgment, fails to adhere to the school or district code of ethics, and/or discloses confidential student information inappropriately.
IV-F-2.		Consistently fulfills all professional responsibilities; is punctual and reliable; and	Meets most routine responsibilities but occasionally misses professional	Frequently fails to meet routine responsibilities, professional deadlines/assignments; and/or

V. Professional Culture

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The Teacher:	4	3	2	1
Reliability & Responsibility		adheres to district attendance policies	deadlines/assignments; and/or inconsistently adheres to district attendance policies.	regularly fails to adhere to district attendance policies.