



PPS Sample Evaluation

This PDF demonstrates the following components of an evaluation:

Points to look for *(4 pages)*

This data collection document is used to take into classrooms to focus observations. This document shows data collection for ALL the objectives that can be observed in a lesson or in looking at lesson plans. You don't have to collect data on all objectives unless you wish to do so.

Questions to ask *(2 pages)*

This data collection document is used to guide interviews of teachers—it only includes objectives that are best evaluated through discussion with the teacher. Teacher interviews are necessary when objectives to be evaluated are not observable during a classroom visit.

Progress Report *(3 landscape pages)*

This document summarizes scores from two evaluations of the sample teacher (Fall and Spring Re-evaluation)—showing growth on specific objectives and where growth did not occur.

Initial evaluation *(17 pages)*

This is the evaluation document. It is printed out to be shared with the teacher. It is also retained on the website. When re-evaluation occurs it tells the evaluator not only the objectives that were previously evaluated, but the score given on each. This is the initial evaluation. The re-evaluation can also be printed out. It looks the same except the scores (and the underlining) represent a change in scores.



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Profile Name: first_namePPS last_namePPS

Evaluation Date: 2013-03-18

Evaluation Title: Test1 PPS

Evaluator: testpps

Objectives (67)

1-D1/C1a - Knowledge of child and adolescent development) Is instruction appropriate for developmental characteristics, race and culture of students? _____

2-D1/C1a - Knowledge of the learning process) Is instruction appropriate for diversity of student backgrounds and ways of learning? _____

3-D1/C1a - Knowledge of students' skills, knowledge, and language proficiency) Is instruction appropriate for skills, knowledge and language proficiency of students? _____

6-D1/C1b - Learning activities) Instructional activities are: suitable to students? _____ suitable to instructional outcomes? _____ represent significant cognitive challenge? _____ show differentiation? _____

7-D1/C1b - Instructional materials and resources) Instructional materials and resources are: suitable to students? _____ suitable to instructional outcomes? _____ engage students in meaningful learning? _____ reflect ethnic and racial diversity of students? _____ drawn from a variety of human resources? _____

8-D1/C1b - Instructional groups) Do instructional groups support instructional outcomes? _____

9-D1/C1b - Lesson and unit structure) Does the lesson/unit show structure? _____ Do activities: follow the structure? _____ progress evenly? _____ have reasonable time allocations? _____ allow for differentiation? _____

10-D1/C1c - Value, sequence, and alignment) Do planned outcomes represent: high expectations? _____ academic rigor? _____ important learning in the discipline? _____

11-D1/C1c - Clarity) The planned outcomes: are clear? _____ are written in the form of student learning? _____ permit viable methods of assessment? _____

12-D1/C1c - Appropriate for diverse learners) The planned outcomes are appropriate for all students in the class? _____

13-D1/C1d - Knowledge of standards, content, and subject matter) Does lesson show knowledge of: the standards? _____ important concepts in the subject matter? _____ how concepts relate to one another? _____

14-D1/C1d - Knowledge of prerequisite relationships) Have prerequisite topics and concepts been taught before this lesson? _____

15-D1/C1d - Knowledge of content-related pedagogy) Do lesson plans: show a wide range of effective pedagogical approaches? _____ anticipate student misconceptions? _____ adapt the curriculum to reflect racial and cultural diversity? _____ use culturally responsive strategies? _____

16-D1/C1e - Align with instructional outcomes) Are all the instructional outcomes assessed? _____ Are there appropriate adaptations for groups or individual students? _____

17-D1/C1e - Criteria and standards) Are assessment criteria and standards clear? _____

18-D1/C1e - Design of formative assessments) Do lesson plans include formative assessment? _____ Is it well designed? _____ Do both students and teachers use the formative assessment? _____

20-D2/C2a - Teacher interaction with students.) Teacher-student interactions are: positive?_____ friendly & caring?_____ respectful?_____ intentionally engaging all students?_____

21-D2/C2a - Importance of the content) Does teacher convey importance of the content?_____ genuine enthusiasm for the content?_____ Do students show buy-in through curiosity?_____ participation?_____ initiative?_____

22-D2/C2a - Expectations for learning and achievement) Do instructional activities, outcomes, assignments show expectations that are low, modest or high?_____ Do students have high expectations? _____

23-D2/C2a - Teacher creates environment that promotes pride in work.) For the class as a whole do students: strive for high quality work?_____ take pride in their work?_____ attend to detail?_____ help others do better work?_____

24-D2/C2b - Management of instructional groups) When students in small groups are not working with the teacher, are some or all of them: engaged in well organized activities?_____ productively engaged in learning?_____ assuming responsibility for productivity?_____

25-D2/C2b - Management of transitions) Transitions are: smooth?_____ efficient?_____ a responsibility the students accept?_____

26-D2/C2b - Management of materials and supplies) Routines for handling materials and supplies are: smooth?_____ efficient?_____ a responsibility the students accept?_____

27-D2/C2b - Performance of non-instructional duties (such as taking attendance, breakfast distribution, return of permission slips for a field trip or distribution of newsletters, etc.)) Systems for handling non-instructional duties are: smooth?_____ efficient?_____ engage the students?_____

28-D2/C2c - Expectations) Standards of conduct are: well established?_____ clear to the students?_____ accepted by students?_____

29-D2/C2c - Monitoring of student behavior) Teacher monitors student behavior?_____ Alert to all students?_____ Identifies misbehavior equally for all groups?_____ Identifies and incorporates communication styles of students from various groups?_____ Do students monitor themselves?_____

30-D2/C2c - Response to student misbehavior) Teacher response to misbehavior is: appropriate?_____ consistent?_____ successful?_____ respectful of racial/cultural diversity of the students?_____ Is student behavior generally_____ or entirely_____ appropriate?

31-D2/C2d - Safety and accessibility) Is classroom safe?_____ Is learning equally accessible to all students?_____

32-D2/C2d - Arrangement of furniture and use of physical resources) Does the furniture arrangement support learning activities?_____ Does teacher use physical resources skillfully?_____

33-D3/3a - Expectations for learning communicated to students) Is the instructional purpose of the lesson or unit clear?_____ to students?_____ including its relationship to broader learning?_____ including a connection to student interests?_____

34-D3/3a - Directions and procedures) Are teacher's directions and procedures clear to students when first given?_____ Or are they clarified after confusion develops?_____ Do directions anticipate possible student misunderstanding?_____

35-D3/3a - Explanations of content) Teacher's explanation of content is: creative?_____ clear?_____ connects with students' knowledge/experience?_____

36-D3/3a - Use of oral and written language) Is teacher's spoken and written language: correct?_____ expressive, with well-chosen vocabulary?_____ Does it extend students' vocabularies?_____

37-D3/3b - Activities and assignments) Are activities and assignments appropriate to students?_____ Are almost all students cognitively engaged in exploring content?_____ Students involved in choosing?_____

38-D3/3b - Grouping of students.) Instructional groups are: productive?_____ flexible?_____ fully appropriate

to the students? _____ to the instructional purposes of the lesson? _____ Students involved in groupings? _____

39-D3/3b - Instructional materials and resources) Instructional materials and resources: are suitable to the instructional purposes? _____ engage students? _____ reflect the racial and cultural diversity of the students (as appropriate)? _____

40-D3/3b - Structure and pacing.) The lesson shows a clearly defined structure? _____ Are activities organized within the structure? _____ Pacing of the lesson is appropriate for most _____ or all _____ students?

41-D3/3c - Assessment criteria) Are students fully aware of the criteria and performance standards for their work? _____

42-D3/3c - Monitoring of student learning) Does teacher monitor student learning and understanding? _____ actively and systematically? _____ eliciting diagnostic information? _____ monitoring the progress of individual students? _____

43-D3/3c - Feedback to students.) Teacher's feedback to students is: timely? _____ consistently high quality? _____ used by students? _____

44-D3/3c - Student self-assessment and monitoring of progress) Do students assess and monitor the quality of their own work? _____ frequently? _____ against the assessment criteria and performance standards? _____

45-D3/3d - Lesson adjustment) Can the teacher make a minor adjustment to a lesson? _____ a major adjustment? _____ Was it needed? _____ Was it smooth? _____ Was it successful? _____

46-D3/3d - Response to students) Does teacher successfully accommodate students' questions or interests? _____ appropriately? _____ consistently? _____ respects their racial and cultural diversity? _____ captures a teachable moment? _____

47-D3/3d - Persistence) Does teacher: accept responsibility to help struggling students? _____ use effective approaches? _____ have a broad repertoire of strategies? _____ solicit additional resources? _____

48-D3/3e - Quality of questions) Are the teacher's questions of high cognitive challenge? _____ Is adequate time provided for students to respond? _____

49-D3/3e - Discussion techniques) Does teacher attempt discussion? _____ Is it genuine? _____ Are students engaged? _____ Does teacher step aside when appropriate? _____

50-D3/3e - Student engagement) Does teacher employ strategies to engage all students? _____ effectively? _____ in discussions? _____

56-D4/C4c - Integrity and ethical conduct) In interactions does teacher display: honesty? _____ integrity? _____ confidentiality? _____ with colleagues? _____ with students? _____ with the public? _____ takes a leadership role? _____

57-D4/C4c - Service to students) In serving students' needs is the teacher: alert to their needs? _____ consistent? _____ proactive? _____ seeking out resources? _____

58-D4/C4c - Decision making) Teacher's decisions and recommendations: are professional? _____ are open minded? _____ provide leadership? _____ serve to engage students and families from diverse backgrounds? _____

59-D4/C4c - Compliance with school and district regulations) Teacher complies with school and district policies? _____ Fully? _____ Provides leadership? _____

60-D4/C4d - Information about the instructional program) Teacher provides information to families about instruction? _____ frequently? _____ with student involvement? _____

61-D4/C4d - Information about individual students.) Teacher provides information to families on student progress? _____ professionally? _____ frequently? _____ with sensitivity to cultural norms? _____ with students engaged? _____

62-D4/C4d - Engagement of families in the instructional program) Does teacher work to engage families in

the instructional program? _____ persistently? _____ proactively? _____ positively? _____ with families from diverse backgrounds? _____

63-D4/C4e - Relationships with colleagues) Does teacher have cooperative relationships with colleagues to fulfill duties? _____ characterized by mutual support and cooperation? _____ showing leadership? _____

64-D4/C4e - Involvement in a culture of professional inquiry) Does teacher participate in a culture of professional inquiry? _____ take initiative to do so? _____ take a leadership role? _____

65-D4/C4e - Participation in school and/or district activities) Does teacher participate in school activities? _____ take initiative to do so? _____ make a substantial contribution? _____ take a positive leadership role? _____

66-D4/C4f - Enhancement of content knowledge and pedagogical skill) Does teacher engage in professional development activities? _____ welcome such opportunities? _____ pursuing culturally responsive trainings? _____ apply what is learned? _____

67-D4/C4f - Receptivity to feedback) When given feedback teacher: resists? _____ accepts reluctantly? _____ welcomes it? _____ seeks it out? _____ incorporates it into practice? _____

Profile Name: first_namePPS last_namePPS

Evaluation Date: 2013-03-18

Evaluation Title: Test1 PPS

Evaluator: testpps

Objectives (67)

1-D1/C1a - Knowledge of child and adolescent development) What can you tell me about how the race, culture and the developmental characteristics of your students impacts their learning? _____

2-D1/C1a - Knowledge of the learning process) How do the diverse backgrounds of your students impact your instruction? _____

3-D1/C1a - Knowledge of students' skills, knowledge, and language proficiency) What are the levels of student skills, knowledge and language proficiency in your class(es) and how does that impact your instruction? _____

4-D1/C1a - Knowledge of students; interests and cultural heritage) What do you know about your students, their interests and their cultural heritage and how does this help your instruction? _____

5-D1/C1a - Knowledge of students' special needs) What information do you have about your students' special learning or medical needs and how do you keep it? _____

8-D1/C1b - Instructional groups) How do you vary instructional groupings for different activities? _____ How do you incorporate student choice in selecting instructional groups? _____

10-D1/C1c - Value, sequence, and alignment) Can you describe the planned outcomes of this lesson/unit? _____ Can you describe the sequence of learning of which the outcomes of this lesson are a part? _____

12-D1/C1c - Appropriate for diverse learners) How did you use student proficiency levels to plan this lesson? _____ How did you take into account varying needs of individual students and groups? _____

13-D1/C1d - Knowledge of standards, content, and subject matter) What can you tell me about the standards and the important concepts in this subject matter and how these relate to one another? _____

14-D1/C1d - Knowledge of prerequisite relationships) What are the prerequisite topics and concepts that you taught before this lesson? _____ For which topics/concepts was this lesson a necessary prerequisite? _____

15-D1/C1d - Knowledge of content-related pedagogy) How do you adapt curriculum to reflect racial and cultural diversity? _____ What culturally responsive strategies do you use to produce equitable outcomes? _____

16-D1/C1e - Align with instructional outcomes) How did you plan to assess the instructional outcomes of this lesson? _____ Are all outcomes assessed? _____

17-D1/C1e - Criteria and standards) Do students contribute to the development of your assessment standards and criteria? _____

19-D1/C1e - Uses assessment results for planning) How do you plan to use assessment results from this lesson to plan future instruction? _____ Is it for the whole class or for some students? _____

47-D3/3d - Persistence) What strategies have you found that effectively help students who need it? _____ What are you doing to build your repertoire of strategies? _____

51-D4/C4a - Accuracy) Can you tell me the effectiveness of today's lesson in achieving instructional outcomes? _____ What evidence from the lesson can you describe to support your assessment? _____

52-D4/C4a - Use in future teaching) Can you tell me how the lesson could be improved the next time the lesson is taught?

53-D4/C4b - Student completion of assignments) Can you describe your system for maintaining information on student completion of assignments? _____ How effective is it? _____ How are students engaged in the system? _____

54-D4/C4b - Student progress in learning) Can you describe your system for maintaining information on student progress in learning? _____ How effective is it? _____ How are students engaged in the system? _____

55-D4/C4b - Non-instructional records (such as submitted permission slips, family phone call log, PD certificates, etc.)) Can you describe your system for maintaining records for non-instructional activities? _____ How effective is it? _____ How are students engaged in the system? _____

60-D4/C4d - Information about the instructional program) How do you provide information to families about the instructional program? _____

61-D4/C4d - Information about individual students.) How do you provide information to families about student progress? _____

62-D4/C4d - Engagement of families in the instructional program) What strategies do you use to engage families in the instructional program? _____ with families from diverse backgrounds? _____

Progress Report for Bea Teacher (example@example.com)

Objective Name	Fall PPS 2012-11-15	Spring 2013 PPS: Re-Evaluation 2013-03-29
1-D1/C1a - Knowledge of child and adolescent development	3	3
2-D1/C1a - Knowledge of the learning process	2	2
3-D1/C1a - Knowledge of students' skills, knowledge, and language proficiency	3	3
4-D1/C1a - Knowledge of students; interests and cultural heritage	4	4
5-D1/C1a - Knowledge of students' special needs	2	3
6-D1/C1b - Learning activities	3	3
7-D1/C1b - Instructional materials and resources	3	3
8-D1/C1b - Instructional groups	2	3
9-D1/C1b - Lesson and unit structure	2	2
10-D1/C1c - Value, sequence, and alignment	3	3
11-D1/C1c - Clarity	3	3
12-D1/C1c - Appropriate for diverse learners	2	2
13-D1/C1d - Knowledge of standards, content, and subject matter	4	4
14-D1/C1d - Knowledge of prerequisite relationships	3	3
15-D1/C1d - Knowledge of content-related pedagogy	2	3
16-D1/C1e - Align with instructional outcomes	1	2
17-D1/C1e - Criteria and standards	1	2
18-D1/C1e - Design of formative assessments	2	2
19-D1/C1e - Uses assessment results for planning	1	2
20-D2/C2a - Teacher interaction with students.	3	3
21-D2/C2a - Importance of the content	3	3
22-D2/C2a - Expectations for learning and achievement	3	3

23-D2/C2a - Teacher creates environment that promotes pride in work.	2	2
24-D2/C2b - Management of instructional groups	2	3
25-D2/C2b - Management of transitions	3	3
26-D2/C2b - Management of materials and supplies	3	3
27-D2/C2b - Performance of non-instructional duties (such as taking attendance, breakfast distribution, return of permission slips for a field trip or distribution of newsletters, etc.)	3	3
28-D2/C2c - Expectations	2	3
29-D2/C2c - Monitoring of student behavior	3	3
30-D2/C2c - Response to student misbehavior	2	3
31-D2/C2d - Safety and accessibility	3	3
32-D2/C2d - Arrangement of furniture and use of physical resources	3	3
33-D3/3a - Expectations for learning communicated to students	3	3
34-D3/3a - Directions and procedures	3	3
35-D3/3a - Explanations of content	3	3
36-D3/3a - Use of oral and written language	3	3
37-D3/3b - Activities and assignments	2	3
38-D3/3b - Grouping of students.	3	3
39-D3/3b - Instructional materials and resources	3	3
40-D3/3b - Structure and pacing.	3	3
41-D3/3c - Assessment criteria	1	2
42-D3/3c - Monitoring of student learning	2	2
43-D3/3c - Feedback to students.	3	3
44-D3/3c - Student self-assessment and monitoring of progress	1	3
45-D3/3d - Lesson adjustment	3	3
46-D3/3d - Response to students	3	3
47-D3/3d - Persistence	2	2
48-D3/3e - Quality of questions	3	3
49-D3/3e - Discussion techniques	2	3
50-D3/3e - Student engagement	2	2
51-D4/C4a - Accuracy	3	3
52-D4/C4a - Use in future teaching	3	3

53-D4/C4b - Student completion of assignments	3	3
54-D4/C4b - Student progress in learning	3	3
55-D4/C4b - Non-instructional records (such as submitted permission slips, family phone call log, PD certificates, etc.)	3	3
56-D4/C4c - Integrity and ethical conduct	3	3
57-D4/C4c - Service to students	3	3
58-D4/C4c - Decision making	3	3
59-D4/C4c - Compliance with school and district regulations	3	3
60-D4/C4d - Information about the instructional program	3	3
61-D4/C4d - Information about individual students.	3	4
62-D4/C4d - Engagement of families in the instructional program	2	3
63-D4/C4e - Relationships with colleagues	3	3
64-D4/C4e - Involvement in a culture of professional inquiry	3	3
65-D4/C4e - Participation in school and/or district activities	3	3
66-D4/C4f - Enhancement of content knowledge and pedagogical skill	3	3
67-D4/C4f - Receptivity to feedback	3	3



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Profile Name: first_namePPS last_namePPS

Evaluation Date: 2013-03-18

Evaluation Title: Test1 PPS

Evaluator: testpps

Objectives (67)

1-D1/C1a - Knowledge of child and adolescent development

Description: Domain 1: Planning, Preparation and Curriculum Component 1a: Demonstrating Knowledge of Students.

Type: In Class, Out of Class

4) Distinguished: In addition to accurate knowledge of the typical developmental characteristics of the age group including the impact of race and culture and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.

3) Proficient: Teacher displays accurate understanding of the typical developmental characteristics of the age group including the impact of race and culture as well as exceptions to the general patterns.

2) Developing: Teacher displays partial knowledge of the developmental characteristics of the age group and the impact of race and culture.

1) Unsatisfactory: Teacher displays little or no knowledge of the developmental characteristics of the age group and the impact of race and culture.

0) Not Scored

2-D1/C1a - Knowledge of the learning process

Description: Domain 1: Planning, Preparation and Curriculum Component 1a: Demonstrating Knowledge of Students.

Type: In Class, Out of Class

4) Distinguished: Teacher displays extensive and subtle understanding of how students from diverse backgrounds and experiences learn and applies this knowledge to individual students.

3) Proficient: Teacher's knowledge of how students from diverse backgrounds and experiences learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.

2) Developing: Teacher recognizes the value of knowing how students from diverse backgrounds and experiences learn, but this knowledge is limited or outdated.

1) Unsatisfactory: Teacher sees no value in understanding how students from diverse backgrounds and experiences learn and does not seek such information.

0) Not Scored

3-D1/C1a - Knowledge of students' skills, knowledge, and language proficiency

Description: Domain 1: Planning, Preparation and Curriculum Component 1a: Demonstrating Knowledge of Students.

Type: In Class, Out of Class

4) Distinguished: Teacher displays understanding of individual students; skills, knowledge, and language proficiency and has a strategy for maintaining such information.

3) Proficient: Teacher recognizes the value of understanding students' skills, knowledge and language proficiency and displays this knowledge for groups of students.

2) Developing: Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.

1) Unsatisfactory: Teacher displays little or no knowledge of students' skills, knowledge, and language

proficiency and does not indicate that such knowledge is valuable.

0) Not Scored

4-D1/C1a - Knowledge of students; interests and cultural heritage

Description: Domain 1: Planning, Preparation and Curriculum Component 1a: Demonstrating Knowledge of Students.

Type: Out of Class

4) Distinguished: Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.

3) Proficient: Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students

2) Developing: Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.

1) Unsatisfactory: Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable

0) Not Scored

5-D1/C1a - Knowledge of students' special needs

Description: Domain 1: Planning, Preparation and Curriculum Component 1a: Demonstrating Knowledge of Students.

Type: Out of Class

4) Distinguished: Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

3) Proficient: Teacher is aware of students' special learning and medical needs.

2) Developing: Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.

1) Unsatisfactory: Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important,

0) Not Scored

6-D1/C1b - Learning activities

Description: Domain1: Planning, Preparation and Curriculum Component 1b: Designing Coherent Instruction

Type: In Class

4) Distinguished: Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.

3) Proficient: All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.

2) Developing: Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.

1) Unsatisfactory: Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.

0) Not Scored

7-D1/C1b - Instructional materials and resources

Description: Domain1: Planning, Preparation and Curriculum Component 1b: Designing Coherent Instruction

Type: In Class

4) Distinguished: All of the materials and resources are suitable to students, support the instructional outcomes, reflect the ethnic and racial diversity of the students (as appropriate) and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.

3) Proficient: The materials and resources are suitable to students, support the instructional outcomes, reflect the ethnic and racial diversity of the students (as appropriate) and are designed to

engage students in meaningful learning. The teacher draws from a variety of human resources, from experts within the classroom community to those from the community at large.

2) Developing: Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.

1) Unsatisfactory: Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.

0) Not Scored

8-D1/C1b - Instructional groups

Description: Domain 1: Planning, Preparation and Curriculum Component 1b: Designing Coherent Instruction

Type: In Class, Out of Class

4) Distinguished: Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.

3) Proficient: Instructional groups are varied as appropriate to the students and the different instructional outcomes.

2) Developing: Instructional groups partially support the instructional outcomes, with an effort at providing some variety.

1) Unsatisfactory: Instructional groups do not support the instructional outcomes and offer no variety.

0) Not Scored

9-D1/C1b - Lesson and unit structure

Description: Domain 1: Planning, Preparation and Curriculum Component 1b: Designing Coherent Instruction

Type: In Class

4) Distinguished: The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

3) Proficient: The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.

2) Developing: The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.

1) Unsatisfactory: The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.

0) Not Scored

10-D1/C1c - Value, sequence, and alignment

Description: Domain 1: Planning, Preparation and Curriculum Component 1c Setting Instructional Outcomes

Type: In Class, Out of Class

4) Distinguished: All planned outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence learning both in the discipline and in related disciplines.

3) Proficient: Most planned outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.

2) Developing: Planned outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.

1) Unsatisfactory: planned outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.

0) Not Scored

11-D1/C1c - Clarity

Description: Domain 1: Planning, Preparation and Curriculum Component 1c Setting Instructional Outcomes

Type: In Class

4) Distinguished: All the planned outcomes are clear, written in the form of student learning, and permit viable methods of assessment.

3) Proficient: All the instructional planned outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.

2) Developing: Planned outcomes are only moderately clear or consist of a combination of outcomes and

activities. Some outcomes do not permit viable methods of assessment.

- 1) Unsatisfactory: Planned outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.
- 0) Not Scored

12-D1/C1c - Appropriate for diverse learners

Description: Domain 1: Planning, Preparation and Curriculum Component 1c Setting Instructional Outcomes

Type: In Class, Out of Class

- 4) Distinguished: Planned outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.
- 3) Proficient: Most of the planned outcomes are appropriate for all students in the class and are based on evidence of student proficiency and takes into account the varying needs of individual students and groups.
- 2) Developing: Most of the planned outcomes are appropriate for most of the students in the class based on general assessments of student learning.**

- 1) Unsatisfactory: Planned outcomes are not appropriate for the class or are not based on any assessment of student needs.
- 0) Not Scored

13-D1/C1d - Knowledge of standards, content, and subject matter

Description: Domain 1: Planning, Preparation and Curriculum Component 1d Demonstrating Knowledge of Standards, Content, and Subject Matter

Type: In Class, Out of Class

4) Distinguished: Teacher displays extensive knowledge of the standards and important concepts in the subject matter and how these relate both to one another and to other subjects.

- 3) Proficient: Teacher displays solid knowledge the standards and the important concepts in the subject matter and how these relate to one another.
- 2) Developing: Teacher is familiar with the standards and the important concepts in the subject matter but may display lack of awareness of how these concepts relate to one another
- 1) Unsatisfactory: Teacher lacks knowledge of standards, makes content errors or does not correct errors made by students.
- 0) Not Scored

Pps Notes: Your ability to list the standard along with the lesson objective for the students to see is commendable. And in discussion you could explain to me the sequence of learning the topics within the standard and where today's lesson fit.

14-D1/C1d - Knowledge of prerequisite relationships

Description: Domain 1: Planning, Preparation and Curriculum Component 1d Demonstrating Knowledge of Standards, Content, and Subject Matter

Type: In Class, Out of Class

- 4) Distinguished: Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
- 3) Proficient: Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.**
- 2) Developing: Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.
- 1) Unsatisfactory: Teacher's plans and practice display little understanding of prerequisite relationships and important to student learning of the content.
- 0) Not Scored

15-D1/C1d - Knowledge of content-related pedagogy

Description: Domain 1: Planning, Preparation and Curriculum Component 1d Demonstrating Knowledge of Standards, Content, and Subject Matter

Type: In Class, Out of Class

- 4) Distinguished: Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical

approaches in the subject matter, anticipating student misconceptions. Teacher recognizes the educational impact of race and culture and adapts curriculum to reflect racial and cultural diversity. Teacher is fluent in the use of culturally responsive strategies that produce equitable outcomes.

3) Proficient: Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches. Teacher recognizes the educational impact of race and culture and sufficiently adapts curriculum to reflect racial and cultural diversity.

2) Developing: Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the subject matter or to the students. Teacher is aware of the educational impact of race and culture and attempts to adjust curriculum accordingly.

1) Unsatisfactory: Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. Teacher is unaware of the educational impact of race and culture and does not attempt to adjust curriculum accordingly.

0) Not Scored

16-D1/C1e - Align with instructional outcomes

Description: Domain 1: Planning, Preparation and Curriculum Component 1e Designing Student Assessments

Type: In Class, Out of Class

4) Distinguished: Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.

3) Proficient: All the instructional outcomes are assessed through the approach to assessment; methodologies may have been adapted for diverse groups of students.

2) Developing; Some of the instructional outcomes are assessed through the proposed approach, but many are not.

1) Unsatisfactory: Assessment procedures are not aligned with instructional outcomes.

0) Not Scored

Pps Notes: There was a quiz but it asked low level questions that were not part of the objective of understand the concepts for the lesson.

17-D1/C1e - Criteria and standards

Description: Domain 1: Planning, Preparation and Curriculum Component 1e Designing Student Assessments

Type: In Class, Out of Class

4) Distinguished: Assessment criteria and standards are clear; there is evidence that the students contributed to their development as appropriate.

3) Proficient: Assessment criteria and standards are clear.

2) Developing: Assessment criteria and standards have been developed, but they are not clear.

1) Unsatisfactory: Proposed approach contains no criteria or standards.

0) Not Scored

Pps Notes: There was only the ten-point quiz and there was no task to which a rubric or assessment criteria would apply.

18-D1/C1e - Design of formative assessments

Description: Domain 1: Planning, Preparation and Curriculum Component 1e Designing Student Assessments

Type: In Class

4) Distinguished: Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

3) Proficient: Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.

2) Developing: Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.

1) Unsatisfactory: Teacher has no plan to incorporate formative assessment in the lesson or unit.

0) Not Scored

Pps Notes: Formative assessment was only evident in oral questioning of students.

19-D1/C1e - Uses assessment results for planning

Description: Domain 1: Planning, Preparation and Curriculum Component 1e Designing Student Assessments

Type: Out of Class

- 4) Distinguished: Teacher plans to use assessment results to plan future instruction for individual students.
- 3) Proficient: Teacher plans to use assessment results to plan for future instruction for groups of students.
- 2) Developing: Teacher plans to use assessment results to plan for future instruction for the class as a whole.
- 1) Unsatisfactory: Teacher has no plans to use assessment results in designing future instruction.**
- 0) Not Scored

Pps Notes: When we discussed this point after the lesson you had no ideas about how to use the assessment results to make changes in instruction.

20-D2/C2a - Teacher interaction with students.

Description: Domain 2: The Classroom Environment and Student Management 2a Establishing a Culture for Learning and an Environment of Respect and Rapport

Type: In Class

- 4) Distinguished: Teacher interactions reflect genuine respect and caring for individuals as well as groups of students. Teacher intentionally and respectfully engages all students.
- 3) Proficient: Teacher-students interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Teacher intentionally and respectfully engages all students.**
- 2) Developing: Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.
- 1) Unsatisfactory: Teacher interaction is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students.
- 0) Not Scored

21-D2/C2a - Importance of the content

Description: Domain 2: The Classroom Environment and Student Management 2a Establishing a Culture for Learning and an Environment of Respect and Rapport

Type: In Class

- 4) Distinguished: Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
- 3) Proficient: Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.**
- 2) Developing; Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.
- 1) Unsatisfactory: Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.
- 0) Not Scored

22-D2/C2a - Expectations for learning and achievement

Description: Domain 2: The Classroom Environment and Student Management 2a Establishing a Culture for Learning and an Environment of Respect and Rapport

Type: In Class

- 4) Distinguished: Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
- 3) Proficient: Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for students.**
- 2) Developing: Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for students learning and achievement.
- 1) Unsatisfactory: Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.
- 0) Not Scored

23-D2/C2a - Teacher creates environment that promotes pride in work.

Description: Domain 2: The Classroom Environment and Student Management 2a Establishing a Culture for Learning and an Environment of Respect and Rapport

Type: In Class

4) Distinguished: Teacher creates an environment that insists students attend to detail, take obvious pride in their work, initiate improvements on their own or by helping peers.

3) Proficient: Teacher insists on work of high quality and students demonstrate pride in their work.

2) Developing: Teacher creates an environment that allows students to minimally accept the responsibility to do good work but invest little of their energy into its quality.

1) Unsatisfactory: Teacher creates an environment that allows for students to demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.

0) Not Scored

24-D2/C2b - Management of instructional groups

Description: Domain 2: The Classroom Environment and Student Management 2b Managing Classroom Procedures

Type: In Class

4) Distinguished: Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.

3) Proficient: Small-group work is well organized and most students are productively engaged in learning while unsupervised by the teacher.

2) Developing: Students in only some groups are productively engaged in learning while unsupervised by the teacher.

1) Unsatisfactory: Students not working with the teacher are not productively engaged in learning.

0) Not Scored

Pps Notes: A couple of the groups in the class during group work were off-task and you didn't get around to speaking to them.

25-D2/C2b - Management of transitions

Description: Domain 2: The Classroom Environment and Student Management 2b Managing Classroom Procedures

Type: In Class

4) Distinguished: Transitions are seamless, with students assuming responsibility in ensuring their are efficient operation.

3) Proficient: Transitions occur smoothly, with little loss of instructional time.

2) Developing: Only some transitions are efficient, resulting in some loss of instructional time.

1) Unsatisfactory: Transitions are chaotic, with much time lost between activities or lesson segments.

0) Not Scored

26-D2/C2b - Management of materials and supplies

Description: Domain 2: The Classroom Environment and Student Management 2b Managing Classroom Procedures

Type: In Class

4) Distinguished: Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.

3) Proficient: Routines for handling materials and supplies occur smoothly, with little loss of instructional time.

2) Developing: Routines for handling materials and supplies function moderately well, but with some loss of instructional time.

1) Unsatisfactory: Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.

0) Not Scored

27-D2/C2b - Performance of non-instructional duties (such as taking attendance, breakfast distribution,

return of permission slips for a field trip or distribution of newsletters, etc.)

Description: Domain 2: The Classroom Environment and Student Management 2b Managing Classroom Procedures

Type: In Class

4) Distinguished: Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.

3) Proficient: Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instruction time.

2) Developing: Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.

1) Unsatisfactory: Considerable instructional time is lost in performing non-instructional duties.

0) Not Scored

28-D2/C2c - Expectations

Description: Domain 2: The Classroom Environment and Student Management 2c Managing Student Behavior

Type: In Class

4) Distinguished: Standards of conduct are clear to all students and appear to have been developed with student participation.

3) Proficient: Standards of conduct are clear to all students.

2) Developing: Standards of conduct appear to have been established, and most students seem to understand them.

1) Unsatisfactory: No standards of conduct appear to have been established, or students are confused as to what the standards are.

0) Not Scored

29-D2/C2c - Monitoring of student behavior

Description: Domain 2: The Classroom Environment and Student Management 2c Managing Student Behavior

Type: In Class

4) Distinguished: Monitoring by teacher is subtle and preventive. Teacher identifies and incorporates the various communication styles of students from various racial or ethnic groups. Students monitor their own behavior.

3) Proficient: Teacher is alert to student behavior at all times. Teacher identifies and incorporates the various communication styles of students from various racial or ethnic groups.

2) Developing: Teacher is generally aware of student behavior but may miss the activities of some students. Teacher may over identify student misbehavior from a particular racial or ethnic group.

1) Unsatisfactory: Student behavior is not monitored, and teacher is unaware of what the students are doing. Teacher over identifies misbehavior of students from a particular racial or ethnic group.

0) Not Scored

30-D2/C2c - Response to student misbehavior

Description: Domain 2: The Classroom Environment and Student Management 2c Managing Student Behavior

Type: In Class

4) Distinguished: Teacher response to misbehavior is consistent, successful and respects the racial and cultural diversity of the students. Responses are highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

3) Proficient: Teacher response to misbehavior is appropriate, consistent and successful and respects the racial and cultural diversity of the students. Student behavior is generally appropriate.

2) Developing: Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules. Teacher has inconsistent responses to students from particular racial or ethnic groups.

1) Unsatisfactory: Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student.

0) Not Scored

31-D2/C2d - Safety and accessibility

Description: Domain 2: The Classroom Environment and Student Management 2d Organizing Physical Space

Type: In Class

4) Distinguished: The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.

3) Proficient: The classroom is safe, and learning is equally accessible to all students.

2) Developing: The classroom is safe, and at least essential learning is accessible to most students.

1) Unsatisfactory: The classroom is unsafe, or learning is not accessible to some students.

0) Not Scored

32-D2/C2d - Arrangement of furniture and use of physical resources

Description: Domain 2: The Classroom Environment and Student Management 2d Organizing Physical Space

Type: In Class

4) Distinguished: Both teacher and students use physical resources easily and skillfully and students adjust the furniture to advance their learning.

3) Proficient: Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.

2) Developing: Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.

1) Unsatisfactory: The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.

0) Not Scored

33-D3/3a - Expectations for learning communicated to students

Description: Domain 3: Instruction and Assessment 3a Communicating with Students

Type: In Class

4) Distinguished: Teacher makes the instructional purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.

3) Proficient: Teacher's instructional purpose for the lesson or unit is clear, including where it is situated within broader learning.

2) Developing: Teacher attempts to explain the instructional purpose, with limited success.

1) Unsatisfactory: Teacher's instructional purpose in a lesson or unit is unclear to students.

0) Not Scored

34-D3/3a - Directions and procedures

Description: Domain 3: Instruction and Assessment 3a Communicating with Students

Type: In Class

4) Distinguished: Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.

3) Proficient: Teacher's directions and procedures are clear to students.

2) Developing: Teacher's directions and procedures are clarified after initial student confusion.

1) Unsatisfactory: Teacher's directions and procedures are confusing to students.

0) Not Scored

35-D3/3a - Explanations of content

Description: Domain 3: Instruction and Assessment 3a Communicating with Students

Type: In Class

4) Distinguished: Teacher's explanation of content is creative, clear and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.

3) Proficient: Teacher's explanation of content is appropriate and connects with students' knowledge and experience.

2) Developing: Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.

- 1) Unsatisfactory: Teacher's explanation of the content is unclear or confusing or uses inappropriate language.
- 0) Not Scored

36-D3/3a - Use of oral and written language

Description: Domain 3: Instruction and Assessment 3a Communicating with Students

Type: In Class

- 4) Distinguished: Teacher's spoken and written language is correct. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.
- 3) Proficient: Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.**
- 2) Developing: Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.
- 1) Unsatisfactory: Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.
- 0) Not Scored

37-D3/3b - Activities and assignments

Description: Domain 3: Instruction and Assessment 3b Engaging Students in Learning

Type: In Class

- 4) Distinguished: All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
- 3) Proficient: Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.
- 2) Developing: Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.**
- 1) Unsatisfactory: Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.
- 0) Not Scored

38-D3/3b - Grouping of students.

Description: Domain 3: Instruction and Assessment 3b Engaging Students in Learning

Type: In Class

- 4) Distinguished: Instructional groups are productive, flexible and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups, as appropriate.
- 3) Proficient: Instructional groups are productive, flexible and fully appropriate to the students or to the instructional purposes of the lesson.**
- 2) Developing: Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.
- 1) Unsatisfactory: Instructional groups are inappropriate to the students or to the instructional outcomes.
- 0) Not Scored

39-D3/3b - Instructional materials and resources

Description: Domain 3: Instruction and Assessment 3b Engaging Students in Learning

Type: In Class

- 4) Distinguished: Instructional materials and resources are suitable to the instructional purposes, reflect the racial and cultural diversity of the students (as appropriate), and engage students. Students initiate the choice, adaptation, or creation of materials to enhance their learning (as appropriate).
- 3) Proficient: Instructional materials and resources are suitable to the instructional purposes, engage students a reflect the racial and cultural diversity of the students (as appropriate).**
- 2) Developing: Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially engaged with them. The teacher makes minimal effort to incorporate resources that reflect the racial and cultural diversity of the students.

1) Unsatisfactory: Instructional materials and resources are unsuitable to the instructional purposes or do not engage students. The teacher makes no effort to incorporate resources that reflect the racial and cultural diversity of the students.

0) Not Scored

40-D3/3b - Structure and pacing.

Description: Domain 3: Instruction and Assessment 3b Engaging Students in Learning

Type: In Class

4) Distinguished: The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

3) Proficient: The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.

2) Developing: The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.

1) Unsatisfactory: The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.

0) Not Scored

41-D3/3c - Assessment criteria

Description: Domain 3: Instruction and Assessment 3c Using Assessment in Instruction

Type: In Class

4) Distinguished: Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.

3) Proficient: Students are fully aware of the criteria and performance standards by which their work will be evaluated.

2) Developing: Students know some of the criteria and performance standards by which their work will be evaluated.

1) Unsatisfactory: Students are not aware of the criteria and performance standards by which their work will be evaluated.

0) Not Scored

Pps Notes: Homework assignment was creative and interesting. Could really engage students if they took it seriously. Lack of scoring criteria and discussion of it really detracted from the potential power of the assignment.

42-D3/3c - Monitoring of student learning

Description: Domain 3: Instruction and Assessment 3c Using Assessment in Instruction

Type: In Class

4) Distinguished: Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.

3) Proficient: Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.

2) Developing: Teacher monitors the progress of the class as a whole but elicits no diagnostic information.

1) Unsatisfactory: Teacher does not monitor student learning in the curriculum.

0) Not Scored

43-D3/3c - Feedback to students.

Description: Domain 3: Instruction and Assessment 3c Using Assessment in Instruction

Type: In Class

4) Distinguished: Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.

3) Proficient: Teacher's feedback to students is timely and of consistently high quality.

2) Developing: Teacher's feedback to students is uneven, and its timeliness is inconsistent.

1) Unsatisfactory: Teacher's feedback to students is of poor quality and not provided in a timely manner.

0) Not Scored

44-D3/3c - Student self-assessment and monitoring of progress

Description: Domain 3: Instruction and Assessment 3c Using Assessment in Instruction

Type: In Class

- 4) Distinguished: Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.
- 3) Proficient: Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.
- 2) Developing: Students occasionally assess the quality of their own work against the assessment criteria and performance standards.

1) Unsatisfactory: Students do not engage in self-assessment or monitoring of progress.

0) Not Scored

Pps Notes: This piece is missing in your instruction.

45-D3/3d - Lesson adjustment

Description: Domain 3: Instruction and Assessment 3d Demonstrating Flexibility and Responsiveness

Type: In Class

- 4) Distinguished: Teacher successfully makes a major adjustment to a lesson when needed.
 - 3) Proficient: Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.**
 - 2) Developing: Teacher attempts to adjust a lesson when needed, with only partially successful results.
 - 1) Unsatisfactory: Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.
- 0) Not Scored

46-D3/3d - Response to students

Description: Domain 3: Instruction and Assessment 3d Demonstrating Flexibility and Responsiveness

Type: In Class

- 4) Distinguished: Teacher response to students' questions/interests is appropriate, consistent and successful and respects their racial and cultural diversity. Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
 - 3) Proficient: Teacher successfully accommodates students' questions or interests. Teacher response to students' questions/interests is appropriate, consistent and successful and respects their racial and cultural diversity.**
 - 2) Developing: Teacher attempts to accommodate students' questions or interests. Teacher has inconsistent responses to questions from students of racial and diverse groups (i.e. special needs, students of color).
 - 1) Unsatisfactory: Teacher ignores or brushes aside students' questions or interests.
- 0) Not Scored

47-D3/3d - Persistence

Description: Domain 3: Instruction and Assessment 3d Demonstrating Flexibility and Responsiveness

Type: In Class, Out of Class

- 4) Distinguished: Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.
 - 3) Proficient: Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.
 - 2) Developing: Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.**
 - 1) Unsatisfactory: The teacher resists accepting responsibility and does not apply instructional strategies with struggling students.
- 0) Not Scored

48-D3/3e - Quality of questions

Description: Domain 3: Instruction and Assessment 3e Using Questioning and Discussion Techniques

Type: In Class

4) Distinguished: Teacher's questions are of uniformly high cognitive challenge, with adequate time for students to respond. Students formulate many questions.

3) Proficient: Most of the teacher's questions are of high cognitive challenge. Adequate time is provided for students to respond.

2) Developing: Teacher's questions are a combination of low and high cognitive challenge and are posed in rapid succession. Only some invite a thoughtful response.

1) Unsatisfactory: Teacher's questions lack cognitive challenge and expect single correct responses. Questions are asked in rapid succession.

0) Not Scored

49-D3/3e - Discussion techniques

Description: Domain 3: Instruction and Assessment 3e Using Questioning and Discussion Techniques

Type: In Class

4) Distinguished: Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.

3) Proficient: Teacher creates a genuine discussion among students, stepping aside when appropriate.

2) Developing: Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.

1) Unsatisfactory: Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions.

0) Not Scored

50-D3/3e - Student engagement

Description: Domain 3: Instruction and Assessment 3e Using Questioning and Discussion Techniques

Type: In Class

4) Distinguished: Teacher effectively employs strategies so that students themselves ensure that all voices are heard in the discussion, as appropriate.

3) Proficient: Teacher effectively employs strategies to engage all students in the classroom.

2) Developing: Teacher employs strategies to engage students in the discussion.

1) Unsatisfactory: Teacher engages only a few students in discussion.

0) Not Scored

51-D4/C4a - Accuracy

Description: Domain 4: Professional Responsibilities 4a Reflecting on Teaching

Type: Out of Class

4) Distinguished: Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.

3) Proficient: Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.

2) Developing: Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.

1) Unsatisfactory: Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher misjudges the success of a lesson.

0) Not Scored

52-D4/C4a - Use in future teaching

Description: Domain 4: Professional Responsibilities 4a Reflecting on Teaching

Type: Out of Class

4) Distinguished: Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

3) Proficient: Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.

2) Developing: Teacher makes general suggestions about how a lesson could be improved another time the

lesson is taught.

1) Unsatisfactory: Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.

0) Not Scored

53-D4/C4b - Student completion of assignments

Description: Domain 4: Professional Responsibilities 4b Maintaining Accurate Records

Type: Out of Class

4) Distinguished: Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.

3) Proficient: Teacher's system for maintaining information on student completion of assignments is fully effective.

2) Developing: Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.

1) Unsatisfactory: Teacher's system for maintaining information on student completion of assignments is in disarray.

0) Not Scored

54-D4/C4b - Student progress in learning

Description: Domain 4: Professional Responsibilities 4b Maintaining Accurate Records

Type: Out of Class

4) Distinguished: Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records (when appropriate).

3) Proficient: Teacher's system for maintaining information on student progress in learning is fully effective.

2) Developing: Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.

1) Unsatisfactory: Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.

0) Not Scored

55-D4/C4b - Non-instructional records (such as submitted permission slips, family phone call log, PD certificates, etc.)

Description: Domain 4: Professional Responsibilities 4b Maintaining Accurate Records

Type: Out of Class

4) Distinguished: Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.

3) Proficient: Teacher's system for maintaining information on non-instructional activities is fully effective.

2) Developing: Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.

1) Unsatisfactory: Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.

0) Not Scored

56-D4/C4c - Integrity and ethical conduct

Description: Domain 4: Professional Responsibilities 4c Demonstrating Professionalism

Type: In Class

4) Distinguished: Teacher can be counted on to display honesty, integrity, and confidentiality and takes a leadership role with colleagues.

3) Proficient: Teacher displays honesty, integrity and confidentiality in interactions with colleagues, students, and the public.

2) Developing: Teacher is honest and maintains confidentiality in interactions with colleagues, students, and the public.

- 1) Unsatisfactory: Teacher displays dishonesty in interactions with colleagues, students, and the public.
- 0) Not Scored

57-D4/C4c - Service to students

Description: Domain 4: Professional Responsibilities 4c Demonstrating Professionalism

Type: In Class

- 4) Distinguished: Teacher is highly proactive in serving students' needs, seeking out resources when needed.
- 3) Proficient: Teacher is active in serving students' needs.**
- 2) Developing: Teacher's attempts to serve students' needs are inconsistent.
- 1) Unsatisfactory: Teacher is not alert to students' needs.
- 0) Not Scored

58-D4/C4c - Decision making

Description: Domain 4: Professional Responsibilities 4c Demonstrating Professionalism

Type: In Class

- 4) Distinguished: Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Teacher pursues proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds.
- 3) Proficient: Teacher maintains an open mind and participates in team or departmental decision making. Teacher uses race and culture as a lens to ensure decisions do not have an adverse impact on certain groups of students.**
- 2) Developing: Teacher's decisions and recommendations are based on limited though genuinely professional considerations.
- 1) Unsatisfactory: Teacher makes decisions and recommendations based on self-serving interests.
- 0) Not Scored

59-D4/C4c - Compliance with school and district regulations

Description: Domain 4: Professional Responsibilities 4c Demonstrating Professionalism

Type: In Class

- 4) Distinguished: Teacher complies fully with school and district policies, taking a leadership role with colleagues.
- 3) Proficient: Teacher complies fully with school and district policies.**
- 2) Developing: Teacher complies minimally with school and district policies, doing just enough to get by.
- 1) Unsatisfactory: Teacher does not comply with school and district policies.
- 0) Not Scored

60-D4/C4d - Information about the instructional program

Description: Domain 4: Professional Responsibilities 4d Communicating with Families

Type: In Class, Out of Class

- 4) Distinguished: Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
- 3) Proficient: Teacher provides information to families, as appropriate, about the instructional program.**
- 2) Developing: Teacher participates in the school's activities for family communication but offers little additional information.
- 1) Unsatisfactory: Teacher provides little or no information about the instructional program to families.
- 0) Not Scored

61-D4/C4d - Information about individual students.

Description: Domain 4: Professional Responsibilities 4d Communicating with Families

Type: In Class, Out of Class

- 4) Distinguished: Teacher provides information to families frequently on student progress with students contributing to the design of the system. Response to family concerns is handled professionally and with cultural sensitivity.

3) Proficient: Teacher communicates with families about student progress as appropriate, respecting cultural norms and is available as needed to respond to family concerns.

2) Developing: Teacher adheres to the school's required procedures for communicating with families. Response to family concerns are minimal or may reflect occasional insensitivity to cultural norms.

1) Unsatisfactory: Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively to family concerns about students.

0) Not Scored

62-D4/C4d - Engagement of families in the instructional program

Description: Domain 4: Professional Responsibilities 4d Communicating with Families

Type: In Class, Out of Class

4) Distinguished: Teacher pursues proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds. Teacher's efforts to engage families in the instructional program are varied and persistent. Students contribute ideas for projects that could be enhanced by family participation.

3) Proficient: Teacher's efforts to engage families in the instructional program are persistent. Teacher pursues proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds.

2) Developing: Teacher makes modest attempts to engage families in the instructional program.

1) Unsatisfactory: Teacher makes no attempt to engage families in the instructional program or such efforts are inappropriate.

0) Not Scored

63-D4/C4e - Relationships with colleagues

Description: Domain 4: Professional Responsibilities 4e Participating in a Professional Community

Type: In Class

4) Distinguished: Relationships with colleagues are characterized by mutual support and cooperation to fulfill duties that the school or district requires. Teacher takes initiative in assuming leadership among the faculty.

3) Proficient: Relationships with colleagues are characterized by mutual support and cooperation to fulfill duties that the school or district requires.

2) Developing: Teacher maintains cooperative relationships with colleagues to fulfill duties that the school or district requires.

1) Unsatisfactory: Teacher does not maintain cooperative relationships with colleagues to fulfill duties that the school or district requires.

0) Not Scored

64-D4/C4e - Involvement in a culture of professional inquiry

Description: Domain 4: Professional Responsibilities 4e Participating in a Professional Community

Type: In Class

4) Distinguished: Teacher takes a leadership role in promoting a culture of professional inquiry.

3) Proficient: Teacher actively participates in a culture of professional inquiry.

2) Developing: Teacher becomes involved in the school's culture of inquiry when invited to do so.

1) Unsatisfactory: Teacher avoids participation in a culture of inquiry, resulting opportunities to become involved.

0) Not Scored

65-D4/C4e - Participation in school and/or district activities

Description: Domain 4: Professional Responsibilities 4e Participating in a Professional Community

Type:

4) Distinguished: Teacher participates in school and/or district activities, making a substantial contribution, and assumes a positive leadership role.

3) Proficient: Teacher participates in school and/or district activities making a substantial contribution.

2) Developing: Teacher participates in school activities when specifically asked.

1) Unsatisfactory: Teacher avoids being involved in school activities.

0) Not Scored

66-D4/C4f - Enhancement of content knowledge and pedagogical skill

Description: Domain 4: Professional Responsibilities 4f Growing and Developing Professionally

Type:

4) Distinguished: Teacher seeks out opportunities for professional development and applies new learning in the classroom. The teacher pursues and applies culturally responsive trainings to improve instructional practice.

3) Proficient: Teacher welcomes opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher pursues culturally responsive trainings to improve instructional practice.

2) Developing: Teacher participates in professional activities to a limited extent.

1) Unsatisfactory: Teacher engages in no professional development activities to enhance knowledge or skill

0) Not Scored

67-D4/C4f - Receptivity to feedback

Description: Domain 4: Professional Responsibilities 4f Growing and Developing Professionally

Type:

4) Distinguished: Teacher seeks out feedback, incorporating it into program.

3) Proficient: Teacher welcomes feedback and incorporates it into program.

2) Developing: Teacher accepts feedback, with some reluctance.

1) Unsatisfactory: Teacher resists feedback

0) Not Scored