Classroom Teacher Evaluation

	Performance rating			
	Unsatisfactory *(0 points)*	Needs Improvement /Developing *(1 point)*	Effective *(2 points)*	Highly Effective *(3 points)*
Domain 1: Planning and Preparation		*(Domain weight 20%)*		
1a. Demonstrating knowledge of Content and Pedagogy *(Component weight 4%)*	The teacher's plans and practice display little knowledge of the content, pre-requisite relationships between different aspects of the content or the instructional practices specific to that discipline. Teacher makes content errors or does not correct errors. Subject is off topic/irrelevant.	The teacher's plans and practice reflect basic knowledge of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to the discipline.	The teacher's plans and practice reflect solid and current knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content, the structure of the discipline and the instructional practice. The teacher actively builds on prerequisites and clarifies misconceptions. The teacher stays abreast of emerging research areas, new and innovative methods and incorporates them into lesson plans and instructional strategies.

Elements include:
Knowledge of content and the structure of discipline; Knowledge of prerequisite relationships; Knowledge of content related pedagogy.

Self Rating	❏	❏	❏	❏
Evaluator Rating	❏	❏	❏	❏
	Unsatisfactory *(0 points)*	Needs Improvement /Developing *(1 point)*	Effective *(2 points)*	Highly Effective *(3 points)*
1b. Demonstrating Knowledge of Students *(Component weight 4%)*	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, learning levels/styles, language proficiencies, interests, and special needs, and does not seek to understand such.	The teacher demonstrates understanding students' backgrounds, cultures, skills, learning levels/styles, language proficiencies, interests, and special needs for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, learning levels/styles, language proficiencies, interests, and special needs for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, learning levels/styles, language proficiencies, interests, and special needs from a variety of sources for individual students.

Elements include:
Knowledge of child and adolescent development; Knowledge of students' skills, knowledge, and language proficiency; Knowledge of the learning process;

Knowledge of students' interest and cultural heritage; Knowledge of students' special needs.

	Unsatisfactory (0 points)	Needs Improvement /Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Self Rating	❏	❏	❏	❏
Evaluator Rating	❏	❏	❏	❏
1c. Setting Instructional Outcomes *(Component weight 2%)*	Instructional outcomes are unsuitable for students, represent trivial or low level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are stated as goals and activities reflecting inconsistent levels of learning, only some of which permit viable methods of assessments. Outcomes reflect more than one type of learning.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. The outcomes are suitable for most students in the class, represent different types of learning, and can be assessed.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards taking into account of the needs of individual students.

Elements include:
Value, sequence, alignment; Clarity; Balance; Suitability for diverse learners

	Unsatisfactory (0 points)	Needs Improvement /Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Self Rating	❏	❏	❏	❏
Evaluator Rating	❏	❏	❏	❏
1d. Demonstrating Knowledge of Resources and Technology *(Component weight 2%)*	The teacher demonstrates little or no familiarity with available resources and technology to enhance instruction.	The teacher demonstrates some familiarity with available resources and technology to enhance instruction.	The teacher is fully aware of the available resources and technology and incorporates them to enhance instruction.	The teacher actively seeks additional resources and technology and incorporates them to enhance instruction.

Elements include:
Resources and technology for classroom use; Resources and technology to extend content knowledge and pedagogy; Resources and technology for students.

	Unsatisfactory (0 points)	Needs Improvement /Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Self Rating	❏	❏	❏	❏
Evaluator Rating	❏	❏	❏	❏
1e. Designing Coherent Instruction *(Component weight 4%)*	Learning activities, materials, and/or resources are not suitable to student or instructional goals. They do not follow an organized progression.	Few of the learning activities are suitable to students and instructional goals. Progression of activities is uneven. Materials and resources are minimally	Most learning activities are suitable to students and instructional goals. Progression of activities is even. The majority of the materials and resources	Learning activities are relevant to students and instructional goals. They progress coherently, producing a unified whole and are reflective of current professional research.

	Instructional groups do not support instructional goals and offer no variety. The lesson has no defined structure, or the structure is chaotic. Time allocations are unrealistic.	supportive. Instructional groups lack differentiation based on student need. The lesson has a recognizable structure. Most time allocations are reasonable.	support instruction and are meaningful. Instructional groups are differentiated based on student need. The lesson has a clearly defined structure. Time allocations are reasonable.	All materials and resources support instructional goals, and engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials. Instructional groups are differentiated by student need. Students are involved in the selection process for instructional grouping where appropriate. The lesson structure is clear and allows for differing pathways according to student needs.

Elements include:
Learning Activities; Instructional materials and resources; Instructional groups; Lesson and unit structure

Self Rating	❏	❏	❏	❏
Evaluator Rating	❏	❏	❏	❏

	Unsatisfactory *(0 points)*	Needs Improvement /Developing *(1 point)*	Effective *(2 points)*	Highly Effective *(3 points)*
1f. Assessing Student Learning *(Component weight 4%)*	The teacher's plan for assessing student learning contains no clear criteria or standard, is poorly aligned with instructional outcomes, or is inappropriate for many students. The results of assessments have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, lacking criteria, and/or inappropriate for some students. The teacher uses assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is generally aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher uses assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is aligned with the instructional outcomes and shows evidence of student contributions to the development of the criteria and standards. The teacher may have adapted assessments for individuals, and the teacher uses assessment results to plan future instruction for individual students.

Elements include:
Congruence with instructional outcomes; Criteria and standards; Design of formative assessments; Use of planning

Self Rating	❏	❏	❏	❏
Evaluator Rating	❏	❏	❏	❏

	Performance rating			
	Unsatisfactory *(0 points)*	Needs Improvement /Developing *(1 point)*	Effective *(2 points)*	Highly Effective *(3 points)*
Domain 2: The Classroom Environment	*(Domain weight 20%)*			
2a. Creating an Environment of Respect and Rapport *(Component weight 5%)*	Classroom interactions, both between the teacher and students and/or among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classrooms interactions are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions are polite and respectful, reflecting caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions are respectful, reflecting genuine caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
Elements include: *Teacher interaction with students; Student interactions with other students*				
Self Rating	❑	❑	❑	❑
Evaluator Rating	❑	❑	❑	❑
	Unsatisfactory *(0 points)*	Needs Improvement /Developing *(1 point)*	Effective *(2 points)*	Highly Effective *(3 points)*

2b. Establishing a Culture for Learning *(Component weight 5%)*	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others. Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work. Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Teacher communicates importance of the work but with little conviction and only minimal student engagement. Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of the work. Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value. Students accept teacher insistence on work of high quality and demonstrate pride in that work. Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance. Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts of their own initiative, helping peers, and ensuring that high-quality work is displayed. Both students and teacher establish and maintain through the planning of learning activities, interactions, and the classroom environment, high expectations for the learning of all students.
Elements include: *Importance of the content , Expectations for learning and achievement, Student pride in work*				
Self Rating	❏	❏	❏	❏
Evaluator Rating	❏	❏	❏	❏
	Unsatisfactory *(0 points)*	Needs Improvement /Developing *(1 point)*	Effective *(2 points)*	Highly Effective *(3 points)*

2c. Managing Classroom Procedures *(Component weight 2.5%)*	Students not working with the teacher are not productively engaged in learning. Much time is lost during transitions. Materials are handled inefficiently, resulting in loss of instructional time. Considerable instructional time is lost in performing noninstructional duties. Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group. Transitions are sporadically efficient, resulting in some loss of instructional time. Routines for handling materials and supplies function moderately well. Systems for performing noninstructional duties are fairly efficient, resulting in little loss of instructional time. Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Tasks for group work are organized, and groups are managed so most students are engaged at all times. Transitions occur smoothly, with little loss of instructional time. Routines for handling materials and supplies occur smoothly, with little loss of instructional time. Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time. Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity. Transitions and routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation. Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation. Volunteers and paraprofessionals make a substantive contribution to the classroom environment.
Elements include: *Management of instructional groups; Management of transitions; Management of materials and supplies; Performance of non-instructional duties;* *Supervision of volunteers and paraprofessionals*				
Self Rating	❑	❑	❑	❑
Evaluator Rating	❑	❑	❑	❑
	Unsatisfactory *(0 points)*	Needs Improvement /Developing *(1 point)*	Effective *(2 points)*	Highly Effective *(3 points)*
2d. Managing Student Behavior *(Component weight 5%)*	No standards of conduct appear to have been established, or students are confused as to what the standards are. Student behavior is not monitored, and teacher is	Standards of conduct appear to have been established for most situations, and most students seem to understand them. Teacher is generally aware of student behavior but may	Standards of conduct are clear to all students. Teacher consistently monitors student behavior. Teacher response to misbehavior is appropriate,	Standards of conduct are clear to all students and appear to have been developed with student participation. Monitoring by teacher is subtle and preventive. Students monitor

	unaware of what students are doing. Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	miss the activities of some students. Teacher attempts to respond to student misbehavior but with uneven results, or student behavior is occasionally disruptive.	successful, and respects the student's dignity.	their own and their peers' behavior, correcting one another respectfully. Teacher response to misbehavior is highly effective and sensitive to students' individual needs.

Elements include:
Expectations; Monitoring of student behavior; Response to student misbehavior

Self Rating	❑	❑	❑	❑
Evaluator Rating	❑	❑	❑	❑
	Unsatisfactory *(0 points)*	Needs Improvement /Developing *(1 point)*	Effective *(2 points)*	Highly Effective *(3 points)*
2e. Organizing Physical Space *(Component weight 2.5%)*	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both. Teacher uses physical and/or available technology resources poorly, or learning is not accessible to some students.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness. Teacher uses physical and/or available technology resources adequately, and at least essential learning is accessible to all students.	The classroom is safe, and the furniture arrangement is conducive to learning activities. Teacher uses physical and/or available technology resources skillfully, and learning is accessible to all.	The classroom is safe, and students adjust the furniture to advance their own purposes in learning. Teacher and students use physical and/or available technology resources optimally, and both ensure that learning is accessible to all.

Elements include:
Safety and Accessibility; Arrangement of furniture and use of physical resources

Self Rating	❑	❑	❑	❑
Evaluator Rating	❑	❑	❑	❑

	Performance rating			
	Unsatisfactory *(0 points)*	Needs Improvement /Developing *(1 point)*	Effective *(2 points)*	Highly Effective *(3 points)*
Domain 3: Instruction	*(Domain weight 40%)*			

3a. Communicating with Students *(Component weight 9%)*	Teacher directions and procedures are confusing to students. The teacher does not communicate lesson objective. Teacher's spoken language is inaudible and written language is illegible. Spoken or written language may contain grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed. Teacher communicates lesson objective. Teacher's spoken language is audible and written language is legible. Both are used correctly but limited, or not appropriate to students' age or background.	Teacher directions and procedures are clear to students. Teacher communicates lesson objective and explains its importance to the lesson. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher directions and procedures are clear to students and anticipate possible student misunderstandings. Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

Elements include:
Expectations for learning; Explanations of content; Directions and procedures; Use of oral and written language

Self Rating	❑	❑	❑	❑
Evaluator Rating	❑	❑	❑	❑
	Unsatisfactory *(0 points)*	Needs Improvement /Developing *(1 point)*	Effective *(2 points)*	Highly Effective *(3 points)*

3b. Using Questioning and Discussion Techniques *(Component weight 9%)*	Teacher's questions are virtually all low-level and of poor quality. They elicit limited student response. Interaction between student and teacher is recitation-style, with teacher mediating all answers. Only a few students participate in discussion.	Teacher's questions are a combination of high and low quality posed in rapid succession. Teacher attempts to engage students in the discussion with limited success.	Most of teacher's questions are of high quality. Adequate time is available for students to respond. Majority of students participate; classroom interaction represents true discussion.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. Students assume responsibility for the continuance of the discussion, initiating topics and making unsolicited contributions.

Elements include:
Quality of questions; Discussion techniques; Student participation

Self Rating	❑	❑	❑	❑
Evaluator Rating	❑	❑	❑	❑
	Unsatisfactory *(0 points)*	Needs Improvement /Developing *(1 point)*	Effective *(2 points)*	Highly Effective *(3 points)*

3c. Engaging Students in Learning *(Component weight 9%)*	Activities, assignments, materials, and groupings of students are inappropriate for the instructional outcomes, students' cultures, maturation or age levels. The lesson lacks structure and/or is poorly paced. Representation of content is unclear .Teacher uses poor examples and analogies or is incorrect.	Activities, assignments, materials, and groupings of students are partially appropriate for the instructional outcomes, students' cultures, maturation or age levels. The lesson has recognizable structure but is unclear. Representation of content is inconsistent in quality.	Activities, assignments, materials, and groupings of students are appropriate for the instructional outcomes, students' cultures, maturation or age levels. The lesson structure is coherent and is paced appropriately. Representation of content is appropriate and is aligned with students' knowledge and experiences.	Activities, assignments, and materials are suitable to the instructional goals. Students are engaged and able to adapt materials to meet learning outcomes. Groupings of students are appropriate for the instructional outcomes, students' cultures, maturation or age levels. The lesson structure is highly coherent, allowing for reflection and closure as appropriate. Pacing demonstrates differentiation based on needs. Representation of content is outstanding and is aligned with students' knowledge and experiences.

Elements include:
Activities and assignment; Grouping of students; Structure and pacing; Use of instructional materials, resources and technology (as available).

Self Rating	❑	❑	❑	❑
Evaluator Rating	❑	❑	❑	❑
	Unsatisfactory *(0 points)*	Needs Improvement /Developing *(1 point)*	Effective *(2 points)*	Highly Effective *(3 points)*
3d. Providing Feedback in Instruction *(Component weight 5%)*	Feedback is either not provided or is of poor quality. Feedback is not provided in timely manner.	Quality of feedback is inconsistent. Timeliness of feedback is inconsistent.	Feedback is consistent and informative. Feedback is consistently provided in a timely manner.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning. Feedback is consistently provided in a timely manner. Students make meaningful use of feedback in their learning.

Elements include:
Quality; Accurate, substantive, constructive and specific; Timeliness of feedback

Self Rating	❑	❑	❑	❑
Evaluator Rating	❑	❑	❑	❑
	Unsatisfactory *(0 points)*	Needs Improvement /Developing *(1 point)*	Effective *(2 points)*	Highly Effective *(3 points)*
3e. Demonstrating Flexibility and Responsiveness	Teacher adheres rigidly to an instructional plan even when engagement is lacking. Teacher ignores student questions or	Teacher attempts to adjust lesson, and respond to students' questions with moderate success. Teacher	Teacher promotes successful learning, making minor adjustments as needed to plans,	Teacher successfully makes substantive adjustments to a lesson when necessary. Teacher seizes opportunities to enhance learning

(Component weight 4%)	interests. When a student has difficulty learning, the teacher blames external factors in the student's life to justify non-responsiveness to needs. Teacher does not re-teach.	accepts responsibility for student success but has only a limited repertoire of instructional strategies to use. In response to student progress, teacher re-teaches, as appropriate.	accommodating student questions, needs, and interests. Teacher accommodates for students with special needs or difficulties with a repertoire of instructional strategies.	building on spontaneous events. Teacher consistently utilizes an extensive repertoire of instructional strategies.

Elements include:
Lesson Adjustment; Response to students; Persistence

Self Rating	❑	❑	❑	❑
Evaluator Rating	❑	❑	❑	❑
	Unsatisfactory *(0 points)*	Needs Improvement /Developing *(1 point)*	Effective *(2 points)*	Highly Effective *(3 points)*
3f. Using Assessment in Instruction *(Component weight 4%)*	Assessment is not used in instruction, either through monitoring of progress by the teacher or students. Teacher does not provide assessment criteria used to evaluate student work.	Assessment is occasionally used in instruction, either through some monitoring of progress of learning by the teacher and/or students. Teacher provides minimal assessment criteria used to evaluate student work.	Assessment is regularly used in instruction, through self-assessment by students, progress monitoring of learning by the teacher and/or students. Teacher provides sufficient assessment criteria used to evaluate student work. Assessments provide students with multiple ways to demonstrate mastery.	Assessment is consistently used in a meaningful manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teachers. Teacher provides detailed assessment criteria used to evaluate student work. The assessments provide students with multiple ways to demonstrate mastery and multiple opportunities during the unit to demonstrate mastery.

Elements include:
Criteria; Assessment; Monitoring of student learning; Student self-assessment and monitoring of progress

Self Rating	❑	❑	❑	❑
Evaluator Rating	❑	❑	❑	❑

	Performance rating			
	Unsatisfactory *(0 points)*	Needs Improvement /Developing *(1 point)*	Effective *(2 points)*	Highly Effective *(3 points)*
Domain 4: Professional Responsibilities *(Domain weight 20%)*				
4a. Reflecting on Teaching *(Component weight 3%)*	The teacher does not know if the lesson was effective or how it could be improved.	The teacher provides a partially accurate description of the lesson's effectiveness but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.	The teacher provides an accurate description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.	The teacher's reflection on the lesson is thoughtful and accurate, and many specific examples are used to establish that goals were accomplished. The teacher draws on an extensive repertoire to suggest alternate strategies and predicts the likely success of each.
Elements include: *Accuracy; Use in future teaching*				
Self Rating	❑	❑	❑	❑
Evaluator Rating	❑	❑	❑	❑
	Unsatisfactory *(0 points)*	Needs Improvement /Developing *(1 point)*	Effective *(2 points)*	Highly Effective *(3 points)*
4b. Maintaining Accurate Records *(Component weight 3%)*	The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, effective, timely, and reflect student progress in reaching specific grade level benchmarks.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, timely, and reflect student progress in reaching specific grade level benchmarks. The system is readily understood and transparent.
Elements include: *Student completion of assignments; Non-instructional records; Student progress in learning*				
Self Rating	❑	❑	❑	❑
Evaluator Rating	❑	❑	❑	❑
	Unsatisfactory *(0 points)*	Needs Improvement /Developing *(1 point)*	Effective *(2 points)*	Highly Effective *(3 points)*
4c. Communicating with Families *(Component weight 4%)*	The teacher's communication with families about the instructional program or about	The teacher adheres to school procedures for communicating with families	The teacher communicates frequently with families and successfully engages	The teacher's communication with families is frequent, timely and proactive. Students

Unsatisfactory (0 points)	Needs Improvement /Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
individual students is sporadic or inappropriate. The teacher makes no attempt to engage families in the instructional program. Teacher does not respond to parent concerns.	and makes modest attempts to engage families in the instructional program. However, communications are not always appropriate. Responses to parent concerns are minimal.	them in the instructional program. Information to families about individual students is conveyed in an appropriate manner. Responses to parent concerns occur as needed.	participate in the communication. The teacher successfully engages families in the instructional program as appropriate. The teacher is proactive in dealing with parent concerns.

Elements include:
Information about the instructional program; Engagement of families in the instructional program; Information about individual students

Self Rating	❑	❑	❑	❑
Evaluator Rating	❑	❑	❑	❑
	Unsatisfactory (0 points)	Needs Improvement /Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
4d. Contributing to the School and District *(Component weight 3%)*	The teacher avoids participating in the professional community or in school or district events and projects; rarely collaborates with colleagues; and relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community or in school or district events and projects when specifically asked, makes some efforts to collaborate with colleagues, and relationships with colleagues are cordial.	The teacher participates actively in the professional community or in school or district events and projects, actively seeks out opportunities to collaborate with others, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional community or in school or district events and projects, collaborates with and/or coaches others through difficult situations, and assumes a positive leadership role (formal or informal) with colleagues.

Elements include:
Relationships with colleagues; Service to the school; Involvement in culture of professional inquiry; Participation in school and district projects.

Self Rating	❑	❑	❑	❑
Evaluator Rating	❑	❑	❑	❑
	Unsatisfactory (0 points)	Needs Improvement /Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
4e. Growing and Developing Professionally *(Component weight 3%)*	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues. Teacher does not actively enhance knowledge or skills.	The teacher participates in professional development activities that are convenient or are required and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues. Teacher makes minimal effort	The teacher seeks out opportunities for professional development based on an individual assessment of needs and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues. Teacher makes significant	The teacher actively pursues in-depth professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues. Teacher consistently seeks opportunities to enhance knowledge or skills.

	to enhance knowledge or skills.	effort to enhance knowledge or skills.	

Elements include:
Enhancement of content knowledge and pedagogy; Receptivity to feedback from colleagues; Service to the profession

Self Rating	❑	❑	❑	❑
Evaluator Rating	❑	❑	❑	❑

	Unsatisfactory *(0 points)*	Needs Improvement /Developing *(1 point)*	Effective *(2 points)*	Highly Effective *(3 points)*
4f. Showing Professionalism *(Component weight 4%)*	The teacher is inconsistent in adhering to professional standards of conduct. The teacher exhibits poor attendance and punctuality, compliance with school policies, procedures, and timelines. The teacher has difficulty demonstrating respect, responsibility, honesty and integrity; requires frequent feedback from colleagues and administrators and does not work cooperatively with school staff.	The teacher strives to adhere to standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher complies minimally with school and district policies, procedures, and timelines. Supervision is necessary on occasion. The teacher strives to develop behaviors that model the values of respect, responsibility, honesty and integrity. However, s/he requires some support supervision. S/he responds appropriately to and acts upon feedback. S/he works cooperatively with school staff most of the time.	The teacher regularly adheres to and models standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher complies with school and district policies, procedures, and timelines. Performs with minimal supervision. The teacher helps members of school community understand and adhere to these professional obligations, responds well to and acts upon feedback and works cooperatively with school staff.	The teacher is a model for professional conduct and overall performance requirements, including attendance and punctuality. The teacher complies fully and voluntarily with school and district policies, procedures, and timelines. The teacher performs independently. The teacher helps members of school community understand and adhere to professional obligations. S/he actively seeks, responds well to and acts upon feedback.

Elements include:
Integrity and ethical conduct; Service to students; Advocacy; Demonstrates logical thinking and makes practical decisions; Attendance; Punctuality; Compliance with school and district regulations

Self Rating	❑	❑	❑	❑
Evaluator Rating	❑	❑	❑	❑