### Domain 1: Planning and Preparation
#### Component 1a: Demonstrating Knowledge of Content and Pedagogy
<table>
<thead>
<tr>
<th>Element</th>
<th>1 - Unsatisfactory</th>
<th>2 - Basic</th>
<th>3 - Proficient</th>
<th>4 - Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1a.1) Knowledge of content and the structure of the discipline.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>(1a.2) Knowledge of prerequisite relationships.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>(1a.3) Knowledge of content-related pedagogy</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

#### Component 1b: Demonstrating Knowledge of Students
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>(1b.1) Knowledge of child and adolescent development</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>(1b.2) Knowledge of the learning process</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>(1b.3) Knowledge of students’ skills, knowledge, and language proficiency</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>(1b.4) Knowledge of students’ interests and cultural heritage</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>(1b.5) Knowledge of students’ special needs</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

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Revised August 1, 2014
## Domain 1: Planning and Preparation

### Component 1c: Setting Instructional Outcomes

<table>
<thead>
<tr>
<th>ELEMENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>(1c.1) Value, sequence, and alignment</td>
<td>□ 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.</td>
<td>□ Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.</td>
<td>□ Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.</td>
<td>□ All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.</td>
</tr>
<tr>
<td>(1c.2) Clarity</td>
<td>□ Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.</td>
<td>□ Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.</td>
<td>□ Outcomes reflect several types of learning, but teacher has made no attempt as coordination or integration.</td>
<td>□ Where appropriate, outcomes reflect several different types of learning and opportunities for coordination.</td>
</tr>
<tr>
<td>(1c.3) Balance</td>
<td>□ Outcomes reflect only one type of learning and only one discipline or strand.</td>
<td>□ Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.</td>
<td>□ Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.</td>
<td>□ Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.</td>
</tr>
<tr>
<td>(1c.4) Suitability for diverse learners</td>
<td>□ Outcomes are not suitable for the class or are not based on any assessment of student needs.</td>
<td></td>
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</tr>
</tbody>
</table>

### Domain 1d: Demonstrating Knowledge of Resources

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>(1d.1) Resources for classroom use</td>
<td>□ Teacher is unaware of resources for classroom use available through the school or district.</td>
<td>□ Teacher displays awareness of resources available for classroom use available through the school or district and pedagogical knowledge available through the school or district.</td>
<td>□ Teacher displays awareness of resources available for classroom use available through the school or district and some familiarity with resources external to the school and on the Internet.</td>
<td>□ Teacher’s knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</td>
</tr>
<tr>
<td>(1d.2) Resources to extend content knowledge and pedagogy</td>
<td>□ Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.</td>
<td>□ Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.</td>
<td>□ Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.</td>
<td>□ Teachers’ knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community through professional organizations and universities, and on the Internet.</td>
</tr>
<tr>
<td>(1d.3) Resources for students</td>
<td>□ Teacher is unaware of resources for students available through the school or district.</td>
<td>□ Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.</td>
<td>□ Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.</td>
<td>□ Teacher’s knowledge of resources for students use is extensive, including those available through the school or district, in the community and on the Internet.</td>
</tr>
</tbody>
</table>

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### Domain 1: Planning and Preparation
#### Domain 1e: Designing Coherent Instruction

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>(1e.1) Learning activities</td>
<td>□ Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.</td>
<td>□ Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with not differentiation for different students.</td>
<td>□ 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.</td>
<td>□ 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.</td>
</tr>
<tr>
<td>(1e.2) Instructional materials and resources</td>
<td>□ Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.</td>
<td>□ Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.</td>
<td>□ All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.</td>
<td>□ All of the materials and resources are suitable to students, support the instructional outcomes, 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.</td>
</tr>
<tr>
<td>(1e.3) Instructional groups</td>
<td>□ Instructional groups do not support the instructional outcomes and offer no variety.</td>
<td>□ Instructional groups partially support the instructional outcomes, with an effort at providing some variety.</td>
<td>□ Instructional groups are varied as appropriate to the students and the different instructional outcomes.</td>
<td>□ 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.</td>
</tr>
<tr>
<td>(1e.4) Lesson and unit structure</td>
<td>□ The lesson has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.</td>
<td>□ 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.</td>
<td>□ The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.</td>
<td>□ 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.</td>
</tr>
</tbody>
</table>
## ELSE Summative Evaluation

### Domain 1: Planning and Preparation

#### Domain 1f: Designing Student Assessments

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>(1f.1) Congruence with instructional outcomes</td>
<td>Assessment procedures are not congruent with instructional outcomes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1f.2) Criteria and standards</td>
<td>Proposed approach contains no criteria or standards.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1f.3) Design of formative assessment</td>
<td>Teacher has no plan to incorporate formative assessment in the lesson or unit.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1f.4) Use of planning</td>
<td>Teacher has no plans to use assessment results in designing future instruction.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

#### Domain 2: The Classroom Environment

#### Component 2a: Creating an Environment of Respect and Rapport

<table>
<thead>
<tr>
<th>ELEMENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>(2a.1) Teacher interaction with students</td>
<td>Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2a.2) Student interactions with other students</td>
<td>Student interactions are characterized by conflict, sarcasm, or put-downs.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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## Domain 2: The Classroom Environment

### Component 2b: Establishing a Culture for Learning

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>(2b.1) Importance of the content</td>
<td>□ Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.</td>
<td>□ Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.</td>
<td>□ Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.</td>
<td>□ Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.</td>
</tr>
<tr>
<td>(2b.2) Expectations for learning and achievement</td>
<td>□ Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.</td>
<td>□ Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.</td>
<td>□ Students minimally accept the responsibility to go good work but invest little of their energy into its quality.</td>
<td>□ Instructional outcomes, activities, and assignments, and classroom interactions convey high expectations for most students.</td>
</tr>
<tr>
<td>(2b.3) Student pride in work</td>
<td>□ Students demonstrate little or no pride in their work. They seem to be motivated by the desires to complete a task rather than to do high-quality work.</td>
<td>□ Students in only some groups are productively engaged in learning while unsupervised by the teacher.</td>
<td>□ Teachers demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.</td>
<td>□ Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.</td>
</tr>
</tbody>
</table>

### Component 2c: Managing Classroom Procedures

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>(2c.1) Management of instructional groups</td>
<td>□ Students not working with the teacher are not productively engaged in learning.</td>
<td>□ Students in only some groups are productively engaged in learning while unsupervised by the teacher.</td>
<td>□ Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.</td>
<td>□ Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.</td>
</tr>
<tr>
<td>(2c.2) Management of transitions</td>
<td>□ Transitions are chaotic, with much time lost between activities or lesson segments.</td>
<td>□ Only some transitions are efficient, resulting in some loss of instructional time.</td>
<td>□ Transitions occur smoothly, with little loss of instructional time.</td>
<td>□ Transitions are seamless, with students assuming responsibilities in ensuring their efficient operation.</td>
</tr>
<tr>
<td>(2c.3) Management of materials and supplies</td>
<td>□ Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.</td>
<td>□ Routines for handling materials and supplies function moderately well, but with some loss of instructional time.</td>
<td>□ Routines for handling materials and supplies occur smoothly, with little loss of instructional time.</td>
<td>□ Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.</td>
</tr>
<tr>
<td>(2c.4) Performance of noninstructional duties</td>
<td>□ Considerable instructional time is lost in performing noninstructional duties.</td>
<td>□ Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.</td>
<td>□ Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.</td>
<td>□ Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.</td>
</tr>
<tr>
<td>(2c.5) Supervision of volunteers and paraprofessionals</td>
<td>□ Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.</td>
<td>□ Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.</td>
<td>□ Volunteers and paraprofessionals are productively and independently engaged during the entire class.</td>
<td>□ Volunteers and paraprofessionals make a substantive contribution to the classroom environment.</td>
</tr>
</tbody>
</table>
**ELSE Summative Evaluation**

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

**Component 2d: Managing Student Behavior**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>1 - UNSATISFACTORY</th>
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</tr>
</thead>
<tbody>
<tr>
<td>(2d.1) Expectations</td>
<td>No standards of conduct appear to have been established, or standards are confused as to what the standards are.</td>
<td>Standards of conduct appear to have been established, and most students seem to understand them.</td>
<td>Standards of conduct are clear to all students.</td>
<td>Standards of conduct are clear to all students and appear to have been developed with student participation.</td>
</tr>
<tr>
<td>(2d.2) Monitoring of student behavior</td>
<td>Student behavior is not monitored, and teacher is unaware of what the students are doing.</td>
<td>Teacher is generally aware of student behavior but may miss the activities of some students.</td>
<td>Teacher response to misbehavior is appropriate and successful and respects the student’s dignity, or student behavior is generally appropriate.</td>
<td>Monitoring by teacher is subtle and preventive. Students monitor their own and their peers’ behavior, correcting one another respectfully.</td>
</tr>
<tr>
<td>(2d.3) Response to student misbehavior</td>
<td>Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student’s dignity.</td>
<td>Teacher attempts to respond to students misbehavior but with uneven results, or there are no major infractions of the rules.</td>
<td>Teacher response to misbehavior is highly effective and sensitive to students’ individual needs, or student behavior is entirely appropriate.</td>
<td></td>
</tr>
</tbody>
</table>

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

**Component 2e: Organizing Physical Space**

<table>
<thead>
<tr>
<th>ELEMENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>(2e.1) Safety and accessibility</td>
<td>The classroom is unsafe, or learning is not accessible to some students.</td>
<td>The classroom is safe, and at least essential learning is accessible to most students.</td>
<td>The classroom is safe, and learning is equally accessible to all students.</td>
<td>The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.</td>
</tr>
<tr>
<td>(2e.2) Arrangement of furniture and use of physical resources</td>
<td>The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.</td>
<td>Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.</td>
<td>Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.</td>
<td>Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.</td>
</tr>
</tbody>
</table>

**DOMAIN 3: INSTRUCTION**

**Component 3a: Communicating with Students**

<table>
<thead>
<tr>
<th>ELEMENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>(3a.1) Expectations for learning</td>
<td>Teacher's purpose in a lesson or unit is unclear to students.</td>
<td>Teacher attempts to explain the instructional purpose, with limited success.</td>
<td>Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.</td>
<td>Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.</td>
</tr>
<tr>
<td>(3a.2) Directions and procedures</td>
<td>Teacher's directions and procedures are confusing to students.</td>
<td>Teacher's directions and procedures are clarified after initial student confusion.</td>
<td>Teacher's directions and procedures are clear to students.</td>
<td>Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.</td>
</tr>
<tr>
<td>(3a.3) Explanations of content</td>
<td>Teacher's explanation of the content is unclear or confusing or uses inappropriate language.</td>
<td>Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.</td>
<td>Teacher's explanation of content is appropriate and connects with students' knowledge and experience.</td>
<td>Teacher's explanation of content if imaginative and connects with students' knowledge and experience.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
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</thead>
<tbody>
<tr>
<td>(3b.1) Quality of questions</td>
<td>Teacher’s questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.</td>
<td>Teacher’s questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.</td>
<td>Most of the teacher’s questions are of high quality. Adequate time is provided for students to respond.</td>
<td>Teacher’s questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.</td>
</tr>
<tr>
<td>(3b.2) Discussion techniques</td>
<td>Interaction between teacher and students is predominately recitation style, with the teacher mediating all questions and answers.</td>
<td>Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.</td>
<td>Teacher creates a genuine discussion among students, stepping aside when appropriate.</td>
<td>Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.</td>
</tr>
<tr>
<td>(3b.3) Student participation</td>
<td>A few students dominate the discussion.</td>
<td>Teacher attempts to engage all students in the discussion, but with only limited success.</td>
<td>Teacher successfully engages all students in the discussion.</td>
<td>Students themselves ensure that all voices are heard in the discussion.</td>
</tr>
</tbody>
</table>
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**DOMAIN 3: INSTRUCTION**

**Component 3c: Engaging Students in Learning**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>(3c.1) Activities and assignments</td>
<td>Activities and assignments are inappropriate for students’ age or background. Students are not mentally engaged in them.</td>
<td>Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.</td>
<td>Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.</td>
<td>All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities &amp; projects to enhance their understanding.</td>
</tr>
<tr>
<td>(3c.2) Grouping of students</td>
<td>Instructional groups are inappropriate to the students or to the instructional outcomes.</td>
<td>Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.</td>
<td>Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.</td>
<td>Instructional groups are productive 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.</td>
</tr>
<tr>
<td>(3c.3) Instructional materials and resources</td>
<td>Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.</td>
<td>Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.</td>
<td>Instructional materials and resources are suitable to the instructional purposes and engage students mentally.</td>
<td>Instructional materials and resources are suitable to the instructional purposes and engage students mentally.</td>
</tr>
<tr>
<td>(3c.4) Structure and pacing</td>
<td>The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.</td>
<td>The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.</td>
<td>The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.</td>
<td>The lesson’s structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.</td>
</tr>
</tbody>
</table>

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## ELSE Summative Evaluation

### COMPONENT 3D: USING ASSESSMENT IN INSTRUCTION

<table>
<thead>
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<tbody>
<tr>
<td>(3d.1) Assessment criteria</td>
<td>□ Students are not aware of the criteria and performance standards by which their work will be evaluated. □ Teacher does not monitor student learning in the curriculum. □ Teacher’s feedback to students is of poor quality and not provided in a timely manner. □ Students do not engage in self-assessment or monitoring of progress.</td>
<td>□ Students know some of the criteria and performance standards by which their work will be evaluated. □ Teacher monitors the progress of the class as a whole but elicits no diagnostic information. □ Teacher’s feedback to students is uneven, and its timeliness is inconsistent. □ Students occasionally assess the quality of their own work against the assessment criteria and performance standards.</td>
<td>□ Students are fully aware of the criteria and performance standards by which their work will be evaluated. □ Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information. □ Teacher’s feedback to students is timely and of consistently high quality. □ Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.</td>
<td>□ 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. □ Teacher actively and systemically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students. □ Teacher’s feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning. □ 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.</td>
</tr>
<tr>
<td>(3d.2) Monitoring of student learning</td>
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<tr>
<td>(3d.3) Feedback to students</td>
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<tr>
<td>(3d.4) Student self-assessment and monitoring of progress.</td>
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### COMPONENT 3E: DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS

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<tr>
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<tbody>
<tr>
<td>(3e.1) Lesson adjustment</td>
<td>□ Teacher adheres rigidly to an instructional plan, even when a change is clearly needed. □ Teacher ignores or brushes aside students’ questions or interests. □ When a student has difficulty learning, the teacher either gives up or blames the student or the student’s home environment.</td>
<td>□ Teacher attempts to adjust a lesson when needed, with only partially successful results. □ Teacher attempts to accommodate students’ questions or interests, although the pacing of the lesson is disrupted. □ Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.</td>
<td>□ Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly. □ Teacher successfully accommodates students’ questions or interests. □ Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.</td>
<td>□ Teacher successfully makes a major adjustment to a lesson when needed. □ Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event. □ Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.</td>
</tr>
<tr>
<td>(3e.2) Response to students</td>
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<td>(3e.3) Persistence</td>
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<tr>
<td><strong>(4a.1) Accuracy</strong></td>
<td>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.</td>
<td>Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>(4a.2) Use in future teaching</strong></td>
<td>Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.</td>
<td>Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.</td>
<td>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</td>
<td>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</td>
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<tr>
<td><strong>4b.1 Student completion of assignments.</strong></td>
<td>Teacher’s system for maintaining information on student completion of assignments is in disarray.</td>
<td>Teacher’s system for maintaining information on student completion of assignments is rudimentary and only partially effective.</td>
<td>Teacher’s system for maintaining information on student completion of assignments is fully effective.</td>
<td>Teacher’s system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.</td>
</tr>
<tr>
<td><strong>4b.2 Student progress in learning</strong></td>
<td>Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.</td>
<td>Teacher’s system for maintaining information on student progress in learning is rudimentary and only partially effective.</td>
<td>Teacher’s system for maintaining information on student progress in learning is fully effective.</td>
<td>Teacher’s system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.</td>
</tr>
<tr>
<td><strong>4b.3 Non-instructional records</strong></td>
<td>Teacher’s records for non-instructional activities are in disarray, resulting in errors and confusion.</td>
<td>Teacher’s records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.</td>
<td>Teacher’s records for non-instructional activities is fully effective</td>
<td>Teacher’s system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.</td>
</tr>
</tbody>
</table>
## Domain 4: Professional Responsibilities

### Component 4c: Communicating with Families

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<tbody>
<tr>
<td>(4c.1) Information about the instructional program</td>
<td>Teacher provides little of no information about the instructional program to families.</td>
<td>Teacher participates in the school’s activities for family communication but offers little additional information.</td>
<td>Teacher provides frequent information to families, as appropriate, about the instructional program.</td>
<td>Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.</td>
</tr>
<tr>
<td>(4c.2) Information about individual students</td>
<td>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 concern about students.</td>
<td>Teacher adheres to the school’s required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.</td>
<td>Teacher communicates with families about students’ progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.</td>
<td>Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.</td>
</tr>
<tr>
<td>(4c.3) Engagement of families in the instructional program</td>
<td>Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.</td>
<td>Teacher makes modest and partially successful attempts to engage families in the instructional program.</td>
<td>Teacher’s efforts to engage families in the instructional program are frequent and successful.</td>
<td>Teacher’s efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.</td>
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</table>

### Component 4d: Participating in a Professional Community

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<tbody>
<tr>
<td>(4d.1) Relationship with colleagues</td>
<td>Teacher’s relationships with colleagues are negative or self-serving. Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.</td>
<td>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</td>
<td>Relationships with colleagues are characterized by mutual support and cooperation. Teacher actively participates in a culture of professional inquiry.</td>
<td>Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.</td>
</tr>
<tr>
<td>(4d.2) Involvement in a culture of professional inquiry</td>
<td>Teacher avoids becoming involved in school events. Teacher avoids becoming involved in school and district projects.</td>
<td>Teacher participates in school events when specifically asked. Teacher participates in school and district projects when specifically asked.</td>
<td>Teacher volunteers to participate in school events, making a substantial contribution. Teacher volunteers to participate in school and district projects, making a substantial contribution.</td>
<td>Teacher volunteers to participate in school and district events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.</td>
</tr>
<tr>
<td>(4d.3) Service to the school</td>
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<tr>
<td>(4d.4) Participation in school and district projects</td>
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### Domain 4: Professional Responsibilities

#### Component 4e: Growing and Developing Professionally

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<tr>
<td>(4e.1) Enhancement of content knowledge and pedagogical skill</td>
<td>Teacher engages in no professional development activities to enhance knowledge or skill.</td>
<td>Teacher participates in professional activities to a limited extent when they are convenient.</td>
<td>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</td>
<td>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</td>
</tr>
<tr>
<td>(4e.2) Receptivity to feedback from colleagues</td>
<td>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</td>
<td>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.</td>
<td>Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.</td>
<td>Teacher seeks out feedback on teaching from both supervisors and colleagues.</td>
</tr>
<tr>
<td>(4e.3) Service to the profession</td>
<td>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</td>
<td>Teacher finds limited ways to contribute to the profession.</td>
<td>Teacher participates actively in assisting other educators.</td>
<td>Teacher initiates important activities to contribute to the profession.</td>
</tr>
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</table>

### Domain 4: Professional Responsibilities

#### Component 4f: Showing Professionalism

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<tbody>
<tr>
<td>(4f.1) Integrity and ethical conduct</td>
<td>Teacher displays dishonesty in interactions with colleagues, students, and the public.</td>
<td>Teacher is honest in interactions with colleagues, students, and the public.</td>
<td>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</td>
<td>Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.</td>
</tr>
<tr>
<td>(4f.2) Service to students</td>
<td>Teacher is not alert to students’ needs.</td>
<td>Teacher’s attempts to serve students are inconsistent.</td>
<td>Teacher is active in serving students.</td>
<td>Teacher is highly proactive in serving students, seeking out resources when needed.</td>
</tr>
<tr>
<td>(4f.3) Advocacy</td>
<td>Teacher contributes to school practices that result in some students being ill served by the school.</td>
<td>Teacher does not knowingly contribute to some students being ill served by the school.</td>
<td>Teacher works to ensure that all students receive a fair opportunity to succeed.</td>
<td>Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.</td>
</tr>
<tr>
<td>(4f.4) Decision making</td>
<td>Teacher makes decisions and recommendations based on self-serving interests.</td>
<td>Teacher’s decisions and recommendations are based on limited though genuinely professional considerations.</td>
<td>Teacher maintains an open mind and participates in team or departmental decision making.</td>
<td>Teacher makes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.</td>
</tr>
<tr>
<td>(4f.5) Compliance with school and district regulations</td>
<td>Teacher does not comply with school and district regulations.</td>
<td>Teacher complies minimally with school and district regulations, doing just enough to get by.</td>
<td>Teacher complies fully with school and district regulations.</td>
<td>Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</td>
</tr>
</tbody>
</table>