Component 1A	DOMAIN ONE: PLANNING AND PREPARATION			
	Levels of Performance			
Component 1A	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Demonstrating Knowledge of Content and Pedagogy **Performance** *(Evaluated via pre-observation interview, and discussion)*	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
Criteria	Teacher makes content errors. Teacher does not consider prerequisite relationships when planning. Teacher 's plans use inappropriate strategies for the discipline	Teacher is familiar with the discipline but does not see conceptual relationships. Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. Lesson and unit plans use limited instructional strategies and some are not suitable to the content.	Teacher can identify important concepts of the discipline, and their relationships to one another. Teacher consistently provides clear explanations of the content. Teacher answers student questions accurately and provides feedback that furthers their learning. Teacher seeks out content-	In addition to the characteristics of "proficient," Teacher proactively uncovers student misconceptions and addresses them before proceeding.

			related professional development.	
Examples	The teacher says, "The official language of Brazil is Spanish, just like other South American countries." The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words.	The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together. The teacher plans to forge ahead with a lesson on addition with re- grouping, even though some students have not fully grasped place value. The teacher always plans the same routine to study spelling: pre-test on Monday,	The teacher is able to explain rationale for selecting and using approved program curriculum and resources to deliver instructional content. The teacher uses large group instruction that matches the developmental needs of the program.	The teacher has a system in place to demonstrate flexibility of instructional groups based on student data. The teacher's large group instruction is differentiated and matched the developmental needs of each student.

	DOMAIN ONE: PLANNING AND PREPARATION			
	Levels of Performance			
Component 1B	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Demonstrating Knowledge of Students **Performance** *(Evaluated via pre-observation interview, and discussion)*	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for individual students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
Criteria	Teacher does not understand child development characteristics and has unrealistic expectations for students. Teacher does not try to ascertain varied ability levels among students in the class. Teacher is not aware of student interests or cultural heritages. Teacher takes no responsibility to learn about students' medical or learning disabilities. The teacher is aware of medical	Teacher cites developmental theory, but does not seek to integrate it into lesson planning. Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group." The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.	The teacher is aware, for groups of students, their levels of cognitive development The teacher is aware of the different cultural groups in the class. The teacher recognizes and has a good idea of the range of interests of students in the class. The teacher has identified "high," "medium, and "low" groups of students within the class. The teacher is well informed	In addition to the characteristics of "proficient," The teacher assesses students' skill levels and designs instruction accordingly. The teacher seeks out information about their cultural heritage from all students or families. The teacher maintains a system of updated student records and medical needs. Teacher actively ensures any staff related to the program is aware of relevant

		issues and identified disabilities with some students, but does not seek to understand the implications of that knowledge.	about students' cultural heritage and incorporates this knowledge in daily activities. The teacher is aware of specific accommodations and goals in students IEPs.	accommodations and goals in students IEPs.
Examples	The teacher presents a lesson plan for an entire 30-minute period to a group of 7-year olds. The teacher plans to give her ELL students the same writing assignment she gives the rest of the class. The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented amongst his students.	The teacher's lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students. The teacher has not incorporated perspectives from the three Mexican-American children in the class in the unit on Mexico. Lesson plans make only peripheral reference to students' interests. The teacher knows that some of her students have IEPs but they're so long, she hasn't read them yet.	The teacher uses assessments to understand student's instructional levels. The teacher administers a student interest survey at the beginning of the school year. The teacher plans activities based on student interests. The teacher knows that two of her students have seizure plans. The teacher examines previous years IEP to ascertain present levels, accommodations, and goals. The teacher creates data collection tools to progress monitor IEP growth.	The teacher has a system in place for students to help collect data to progress monitor their IEP growth. Teacher is cognizant of individual cultural differences. Teacher actively promotes all students/families to participate in literacy outside of school and provides a variety of materials and resources. The teacher uses adapted assessment materials for all students.

	DOMAIN ONE: PLANNING AND PREPARATION			
	Levels of Performance			
Component 1C	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Setting Instructional Outcomes **Performance** *(Evaluated via pre-observation interview, and discussion)*	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities; Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent important learning in the discipline. All the instructional outcomes are clearly written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning. Outcomes take into account the varying needs of individual students.	All outcomes represent important learning in the discipline. The outcomes are clearly written in the form of student learning and permit viable methods of assessment. Outcomes reflect several different types of learning. Outcomes take into account the varying needs of individual students.
Criteria	Outcomes lack rigor. Outcomes do not represent important learning in the discipline. Outcomes are not clear or are stated as activities. Outcomes are not suitable for many students in the class.	Outcomes represent a mixture of low expectations and rigor. Some outcomes reflect important learning in the discipline. Outcomes are suitable for most of the class.	Outcomes represent high expectations and rigor. Outcomes are related to "big ideas" of the discipline. Outcomes are written in terms of what students will learn rather than do. Outcomes represent a range of areas: factual, conceptual understanding, reasoning, social, management, a n d communication.	In addition to the characteristics of "proficient," Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing. Teacher connects outcomes to previous and future learning Outcomes are differentiated to meet individual student's needs. Teacher uses outcomes to

				create new IEP goals and objectives.
			Outcomes are suitable to groups of students in the class, differentiated where necessary. Teacher connects outcomes to IEP goals and objectives.	
Examples	A learning outcome for a fourth grade class is to make a poster illustrating a poem. All the outcomes for a ninth grade history class are factual knowledge. The topic of the social studies unit involves the concept of "revolutions" but the teacher only expects his students to remember the important dates of battles. Despite having a number of ELL students in the class, the outcomes state that all writing must be grammatically correct	Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. The outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students struggle.	The teacher uses approved program curriculum to achieve learning outcomes. The teacher provides written outcome expectations to all members of the classroom team. The teacher reviews the project expectations and modifies some goals to be in line with Students' IEP objectives.	The teacher uses approved program curriculum and actively seeks out additional resources to achieve learning outcomes. The teacher provides the classroom team with a framework of what the outcomes are per lesson. The teacher provides Specific outcomes per student based on IEP goals and objectives and works with team members to recommend strategies to accommodate learning to meet IEP goals.

	DOMAIN ONE: PLANNING AND PREPARATION			
	Levels of Performance			
Component 1D	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Demonstrating Knowledge of Resources **Performance** *(Evaluated via pre-observation interview, and discussion)*	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Teacher displays BASIC/NEEDS IMPROVEMENT awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Criteria	The teacher only uses district-provided materials, even when more variety would assist some students. The teacher does not seek out resources available to expand his/her own skill. Although aware of some student needs, the teacher does not inquire about possible resources.	The teacher uses materials in the school library, but does not search beyond the school for resources. The teacher participates in content-area workshops offered by the school, but does not pursue other professional development. The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.	The teacher uses approved program curriculum that are at varied levels. The teacher supplements the approved program curriculum with online resources and field experiences. Teacher facilitates Internet resources. The teacher uses resources that are multi-sensory. Teacher expands knowledge with professional learning groups and organizations. Teacher pursues options offered by C.A.S.E, school district, and outside school resources.	In addition to the characteristics of "proficient," The teacher uses approved program curriculum that are matched to student skill level The teacher has ongoing relationship with educational resources that support student learning. The teacher maintains log of resources for student/parent reference. The teacher pursues professional development opportunities to increase discipline knowledge The teacher facilitates student contact with resources outside

*Applicable to ALL UNSATISFACTORY Component ratings: Staff member is marginally and/or non-responsive to addressing PDP and/or identified areas of improvement.   7

				the classroom. Teacher provides lists of resources outside the class for students/families to draw on.	Teacher connects approved program curriculum with real life experiences
Examples	For their unit on China, the students accessed all of their information from the district-supplied textbook. Mr. J is not sure how to teach fractions, but doesn't know how he's expected to learn it by himself. A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment."	For a unit on ocean life; the teacher really needs more books, but the school library only has three for him to borrow. The teacher knows she should learn more about teaching literacy, but the school only offered one professional development day last year. The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.	The teacher provides the class with multiple resources in order to learn a concept. The teacher continues to seek out online courses to expand his/her knowledge base. The teacher distributes a list of summer literacy/math materials that would help with regression over the summer. The teacher includes his/her students within the general education setting when appropriate. The teacher seeks out C.A.S.E behavior specialist, assistive technology, other teachers throughout the coop, etc. for input on engaging special education students.	The teacher includes the class in finding additional resources to help with understanding a concept. Teacher looks for opportunities to include his/her students in extracurricular activities.	

	DOMAIN ONE: PLANNING AND PREPARATION			
	Levels of Performance			
Component 1E	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Designing Coherent Instruction **Performance** *(Evaluated via pre-observation interview, and discussion)*	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent the coordination of in- depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in appropriate instructional level activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
Criteria	Learning activities are boring and/or not well aligned to the instructional goals. Materials are not engaging or meeting instructional outcomes. Instructional groups do not support learning. Lesson plans are not structured or sequenced and are unrealistic in their expectations.	Learning activities are moderately challenging. Learning resources are suitable, but there is limited variety. Instructional groups are random or only partially support objectives. Lesson structure is uneven or may be unrealistic in terms of time expectations.	Learning activities are matched to instructional outcomes. Activities provide opportunity for instructional level thinking. Teacher provides a variety of appropriately challenging materials and resources. Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. Planning for the lesson or unit is well structured, with reasonable	In addition to the characteristics of "proficient," Activities permit student choice when appropriate. Learning experiences connect to other disciplines. Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. Lesson plans differentiate for individual student needs.

			time allocations.	
Examples	After memorizing the parts of the microscope, the teacher plans to have his 9th graders color in the worksheet. Despite having a textbook that was 15 years old, the teacher plans to use that as the sole resource for his Communism unit. The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting. The teacher's lesson plans are written on sticky notes in his grade book; they indicate: lecture, activity, or test.	After the mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught. The teacher found an atlas to use as a supplemental resource during the geography unit. The teacher always lets students self-select their working groups because they behave better when they can choose who they want to sit with. The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.	The teacher reviews his/her learning activities with the individual students in her instructional group. The teacher plans for students to complete projects in small groups; he/she carefully selects group members based on their ability level and learning style. The teacher reviews lesson plans with her evaluator; they are well structured with pacing times and activities clearly indicated. The teacher plans accordingly so that all materials are prepared and ready to go in advance of the lesson starting. Teacher includes assistive technology in his/her instruction based on student needs (picture cues, assistive tech devices, slant boards, etc.) The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.	Teacher has developed a system in that consistently allows students to choose learning approaches when appropriate. While completing projects, the students will have access to a wide variety of resources that they will select to complete their projects. While demonstrating their understanding of a lesson teacher provides various methods to express their knowledge. Teacher includes assistive technology in his/her instruction and lesson plans based on student needs (picture cues, assistive tech devices, slant boards, etc.)

Component 1F	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
DOMAIN ONE: PLANNING AND PREPARATION				
Levels of Performance				
Designing Student Assessments **Performance** *(Evaluated via pre-observation interview, and discussion)*	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for individual students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment. Teacher intends to use assessment results to plan for future instruction for individual students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of their development. Assessment methodologies have been adapted for individual students. The approach to using formative assessment is designed and teacher intends to use assessment results to plan future instruction and monitor IEP progress for individual students.
Criteria	Assessments do not match instructional outcomes. Assessments have no criteria. No formative assessments have been designed. Assessment results do not affect future plans.	Only some of the instructional outcomes are addressed in the planned assessments. Assessment criteria are vague. Plans refer to the use of formative assessments, but they are not fully developed. Assessment results are used to design lesson plans for the whole class, not individual students.	All the learning outcomes have a method for assessment. Assessment types match learning expectations. Plans indicate how assessments have been modified for students. Assessment criteria are clearly written. Plans include formative assessments to use during instruction. Lesson plans indicate possible adjustments based on formative assessment data.	In addition to the characteristics of "proficient," Assessments provide opportunities for student choice. Students participate in self or peer assessments with teacher support. Student's help to set goals based on assessment data with teacher support. Teacher-designed assessments are authentic with real-world application, as appropriate. Assessments are guided by IEP goals.

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Examples	The teacher marks papers on the foundation of the US constitution based on grammar and punctuation; for every mistake, the grade drops from an A to a B, B to a C, etc. After the students present their research on Globalization, the teacher tells them their letter grade; when students asked how he arrived at the grade, he responds, "After all these years in education, I just know what grade to give." The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?" Teacher "The district gave me this entire curriculum so I just have to keep moving."	The district goal for the Europe unit is for students to understand geo- political relationships; the teacher plans to have the students memorize all the country capitals and rivers. The teacher's students received their tests back; each one was simply marked with a letter grade at the top. The plan indicates that the teacher will pause to "check for understanding" but without a clear process of how that will be done. A student says, "If half the class passed the test, why are we all reviewing the material again?"	The teacher knows that his/her students will require alternative communication avenues to answer questions on the assessment. The teacher collects data on where his/her student's current level of understanding is on a topic and uses this information to design his/her assessment questions. The teacher is able to describe the informal and formal assessments they used to form their instructional groups.	The teacher has researched the most appropriate ways to enhance student's alternative responses on assessments. The teacher converses with students to understand where their current level of understanding on a topic is and uses this information to design his/her assessment questions. The teacher has developed a system for his/her class that allows students to comfortably ask for help.

	DOMAIN TWO: THE ENVIRONMENT			
	Levels of Performance			
Component 2A	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Creating an Environment of Respect and Rapport **Performance** *(Evaluated via direct observation)*	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages and developmental levels, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students, at their developmental level, exhibit appropriate respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals
Criteria	Teacher uses disrespectful talk/behavior towards students; Student body language indicates feelings of hurt or insecurity. Students use disrespectful behavior towards one another with no response from the teacher. Teacher displays no familiarity with or caring about individual students' interests or personalities.	The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. Teacher attempts to respond to disrespectful behavior among students, with uneven results. Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.	Talk between teacher, paraprofessionals, and/or students is uniformly respectful. Teacher responds to disrespectful behavior among students in an appropriate way that is matched with their developmental ability. Teacher makes general connections with individual students. Teacher has an environment in place that allows all team members to feel comfortable to voice opinions, suggestions, and questions.	In addition to the characteristics of "proficient," Teacher demonstrates knowledge and caring about individual students' lives beyond school. Teacher will support students in their awareness of interactions toward one another. Teacher supports students and/or paraprofessionals in demonstrating respectful behavior. The teacher's response to a student's incorrect response respects the student's dignity.
Examples	A student slumps in his/her chair following a comment by the teacher.	Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students	Teacher greets students by name as they enter the class or during the lesson.	Teacher inquires about a student's soccer game last weekend (or extracurricular activities or

	The teacher does not acknowledge students.

Students roll their eyes at a classmate's idea; the teacher does not respond.

Many students talk or misbehave, when the teacher and other students are talking; the teacher does not correct them.

Some students refuse to work with other students. | are talking.

Teacher says: "Don't act that way to your classmates."

Teacher does not call students by their names.

Teacher stands in one place at all times when instructing.

There is a half-hearted recognition following a classmate's presentation to the class. | The teacher gets on the same level with students, such as kneeling beside a student working at a desk.

Student's attention to what the teacher is saying matches their developmental ability.

Students are given instruction on how to wait for classmates to finish speaking before beginning to talk or use their communication device.

Students applaud politely following a classmate's presentation to the class.

Students help each other and accept help from each other.

Teacher and students use courtesies such as "please/thank you, excuse me. These can be said through an augmentative communication device.

Providing individual students with their own behavior management systems.

The teacher implements a classroom wide behavior management system. | hobbies).

Providing specific positive feedback which could include a behavior management system designed for individual students.

Providing specific students with the individualized instruction they require in understanding appropriate student behavior.

Nonverbal students show pleasure for one another through laughing, smiling, and verbal excitement. |

	DOMAIN TWO: THE ENVIRONMENT			
	Levels of Performance			
Component 2B	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Establishing a culture for learning **Performance** *(Evaluated via direct observation)*	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions, and students indicate that they are interested in completion of a task, rather than quality." The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work. Individualized instruction is evident throughout the classroom
Criteria	The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work. Class time is devoted more to socializing than to learning	Teacher's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off." The teacher conveys high expectations for only some students. Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work. Many students indicate that they are looking for an "easy path."	The teacher communicates the importance of learning, and that with hard work all students can be successful in it. The teacher demonstrates a high regard for the differences in student abilities. Teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	In addition to the characteristics of "proficient," The teacher communicates a genuine passion for the subject. Teacher has systems and procedures in place to ensure learning for all students. Student responses indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer. Teacher shows evidence of prompting students to recognize the efforts of their classmates. Teachers show evidence of

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				procedures in place to allow students to take initiative to produce
Examples	The teacher tells students that they're doing a lesson because it's on the test; in the book, or is district-directed. Teacher says to a student: "Why don't you try this easier problem?" Students turn in sloppy or incomplete work Students don't engage in work and the teacher ignores it Students have not completed their homework and the teacher does not respond Almost all of the activities are busy work.	Teacher says: "Let's get through this." Teacher says: "I think most of you will be able to do this." Students consult with one another to determine how to fill in a worksheet, without challenging classmates' thinking. Teacher does not encourage students who are struggling. Some students get to work after an assignment is given or after entering the room.	Teacher has modified assignments so students can complete them independently. Teacher has created a daily schedule to represents a classroom focused on instruction. Teacher utilizes paraprofessionals to maximize instructional outcomes. Teacher provides specific useable feedback to students. Students get to work right away when an assignment is given or after entering the room. Students are observed to be engaged in all instructional groups that have been planned throughout the day.	The teacher has examples of work expectations around the room that students have helped to develop. Students are prompted and provided support to ask questions of one another on answers. This may be done with augmentative communication devices. Students work even when the teacher isn't working with them or directing their efforts. Students show appreciation for fellow students through a variety of ways (clapping, smiling, etc.) Students are given numerous opportunities for school wide participation The teacher says: "If we have to come back to this tomorrow, we will; it's really important that you understand it."

	DOMAIN TWO: THE ENVIRONMENT			
	Levels of Performance			
Component 2C	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Managing Classroom Procedures **Performance** *(Evaluated via direct observation)*	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With differentiated levels of guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to learning through smooth transitions and/or handling of materials and supplies. With routines well implemented students are active participants in their instructional group.
Criteria	Students not working with the teacher are not productively engaged or are disruptive to the class. There are no established procedures for distributing and collecting materials. Procedures for other activities are confused or chaotic.	Small groups are only partially engaged while not working directly with the teacher. Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough. Classroom routines function unevenly.	The students are productively engaged during small group work. Transitions between large and small group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly. Teachers have communicated to paraprofessionals the expectations for transitions throughout the day.	In addition to the characteristics of "proficient," With teacher prompting students help to remind their peers to ensure that transitions and other routines are accomplished smoothly. Students have classroom responsibilities to support classroom routines and teacher provides prompts only when needed. Teacher prompts students to identify their roles in the classroom routines. Teacher has a system in place that allows paraprofessionals to problem solve concerns that arise.
Examples	When moving into small groups, students ask questions as to where	Some students not working with the teacher are off-task	Students get started on an activity while the teacher takes	Students recognize classmates that distract them and the teacher has

*Applicable to ALL UNSATISFACTORY Component ratings: Staff member is marginally and/or non-responsive to addressing PDP and/or identified areas of improvement. 17

	they are supposed to go, whether they should take their chairs, etc. There are long lines for materials and supplies or distributing supplies is time-consuming. Students bump into one another lining up or sharpening pencils. Roll-taking consumes much time at the beginning of the lesson and students are not working on anything. Most students ask what they are to do or look around for clues from others.	Transition between large and small group activities requires five minutes but is accomplished. Students ask what they are to do when materials are being distributed or collected. Students ask some clarifying questions about procedures Taking attendance is not fully routinized and/or takes an increased amount of time; students are idle while the teacher fills out the attendance form. Teachers allow for continued off task behavior when not aligned to specific behavior interventions	attendance. Students move directly between large and small group activities with the use of transition items/schedules. The teacher has an established timing device, such as counting down, to signal students to return to their desks. Teacher has an established attention signal, such as raising a hand, or dimming the lights. There is an established system that students understand so they know where materials should be stored. In small group work, students have established expectations. Clean-up at the end of a lesson is fast and efficient. Procedures for students should include academics, entrance, exit, rotations, bathroom routines, etc.	a system in place to support them in finding an appropriate environment to continue their learning. Students independently check their daily schedules. There is a system in place for students to independently complete their classroom jobs, lunch procedures, and entering and exiting classroom routines. Students understand their classroom roles. Students are supported in their independent use of the bathroom.

	DOMAIN TWO: THE ENVIRONMENT			
	Levels of Performance			
Component 2D	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Managing Student Behavior **Performance** *(Evaluated via direct observation)*	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate for their developmental level. The teacher monitors student behavior against their individual needs. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective. There is evidence of a classroom and/or individual behavior management plan.	To ensure maximum student success the teacher will provide multiple strategies to support individual student behavioral needs. Students take an active role in monitoring their own behavior. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs, respects students' dignity.
Criteria	The classroom environment is chaotic, with no apparent standards of conduct. The teacher does not monitor student behavior. Some students violate classroom rules, without apparent teacher awareness. When the teacher notices student misbehavior, s/he appears helpless to do anything about it.	Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. Teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.	Standards of conduct appear to have been established. Student behavior is appropriate for their developmental level. The teacher frequently monitors student behavior. Teacher's response to student misbehavior is effective. Teacher acknowledges good behavior and provides positive reinforcement. Teacher implements FBA/BIP as written in student's IEP	In addition to the characteristics of "proficient," Individual behavior plans for students are managed by students when appropriate. There is a system in place for paraprofessionals to implement FBA/BIPs consistently. Teacher's response to student misbehavior is individualized when situations require it.
Examples	Students are talking among themselves, with no attempt by the teacher to silence them. An object flies through the air without apparent teacher notice Students are running around the	Classroom rules are posted, but neither teacher nor students refers to them. The teacher repeatedly asks students to take their seats; some ignore him/her.	Upon a non-verbal/visual signal from the teacher, students correct their behavior. The teacher moves to every section of the classroom, keeping a close eye on student behavior.	The teacher actively seeks out additional resources to help with individualized behavior plans and classroom supports. The teacher engages students in helping to collect data for their own behavior plans.

*Applicable to ALL UNSATISFACTORY Component ratings: Staff member is marginally and/or non-responsive to addressing PDP and/or identified areas of improvement.   19

| | room, resulting in chaos

Students use their phones and other electronics; the teacher doesn't do anything. | To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already." | The teacher gives a student a visual/gestural cue and the student stops talking to his/her neighbor.

The teacher has Individual behavior plans in place when necessary.

The teacher and classroom staff address misbehavior consistently. Visual supports, first then boards, positive reinforcements, re-direction, motivators, procedures, etc.

Five point scale, zones of regulation, token economies, etc. | |

	DOMAIN TWO: THE ENVIRONMENT			
	Levels of Performance			
Component 2E	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Organizing Physical Space **Performance** *(Evaluated via direct observation)*	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities and needs of students. Teacher makes effective use of physical resources, making all assistive technology accessible to all students.	The classroom is safe, and learning is accessible to all students including meeting the individual student needs. Teacher makes effective use of physical resources and all other assistive technology tools. The teacher ensures that the physical arrangement is appropriate to the learning activities. Teachers work collaboratively with other related services to individualize space related to individual student needs.
Criteria	There are physical hazards in the classroom, endangering student safety. Many students can't see or hear the teacher or the board. Available technology is not being used, even if available and its use would enhance the lesson.	The physical environment is safe, and most students can see and hear. The physical environment is not an impediment to learning, but does not enhance it. The teacher makes limited use of available technology and other resources.	The classroom is safe, and all students are able to access their learning spaces. The classroom is arranged to support the instructional goals and learning activities. The teacher makes appropriate use of available technology. Modifications are made to the physical environment to accommodate students' needs. Teacher is able to explain the rationale behind the physical environment of the classroom	In addition to the characteristics of "proficient," There is total alignment between the goals of the lesson and the physical environment. Teacher provides individual space for belongings and instructional tools. Teachers and students make effective use of available technology Teacher has a system in place that provides students opportunities to initiate independent
Examples	There are electrical cords running around the classroom. There is a pole in the middle of the	The teacher ensures that dangerous chemicals are stored safely.	There are established guidelines concerning where backpacks are left during class to keep the	A student responds to a teachers' instruction that indicates they require some alone time. The

*Applicable to ALL UNSATISFACTORY Component ratings: Staff member is marginally and/or non-responsive to addressing PDP and/or identified areas of improvement.   21

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room; some students can't see the board. A white board is in the classroom, but it is facing the wall.	The classroom desks remain in two semicircles, requiring students to lean around their classmates during small group work. The teacher tries to use a computer to illustrate a concept, but requires several attempts to make it work.	pathways clear; students comply. Tables are setup so students can be instructed in small groups. Individual work areas have been established for independent assignments or activities. Adaptive materials are provided when necessary	teacher is able to provide the student with a calming area. A student closes the door to shut out noise in the corridor, or lowers a blind to block the sun from a classmate's eyes. Gathering tools, place for their breaks, taking along necessary belongings, etc. Teacher will provide multiple choices for student learning.

	DOMAIN THREE: DELIVERY OF SERVICE			
	Levels of Performance			
Component 3A	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Communicating with Students **Performance** *(Evaluated via direct observation)*	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffold, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' instructional level and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
Criteria	At no time during the lesson does the teacher convey to the students what they will be learning. Students indicate through their questions that they are confused as to the learning task. The teacher makes a serious content error that will affect students' understanding of the lesson. Students indicate through body language or questions that they don't understand the content being presented. Teacher's communications include	The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. Teacher must clarify the learning task so students can complete it. The teacher makes no serious content errors, although may make a minor error. The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students. Vocabulary and usage are correct but unimaginative.	The teacher states clearly, at some point during the lesson, what students will be learning A lesson can be stated clearly through the use of visuals. If appropriate, the teacher models the process to be followed in the task. Students engage with the learning task, indicating that they understand what they are to do. The teacher makes no content errors. Teacher's explanation of content is clear, and invites student participation and thinking.	In addition to the characteristics of "proficient," The teacher points out possible areas for misunderstanding. Teacher explains content clearly and imaginatively. Students seem to understand the presentation. Teacher invites students to demonstrate their understanding of content through visuals, modeling, manipulatives, and communication systems. Teacher uses language at their

	errors of vocabulary or usage. Vocabulary is inappropriate to the age or culture of the students.	Vocabulary is too advanced or juvenile for the students.	Vocabulary and usage are correct and completely suited to the lesson. Vocabulary is appropriate to the students' instructional and developmental levels. Check for understanding through the use of visuals, manipulatives, and communication systems	instructional level offering brief vocabulary lessons where appropriate.
Examples	A student asks: "What are we supposed to be doing?" but the teacher ignores the question. The teacher states that to add fractions, they must have the same numerator. Students have a quizzical look on their faces; some may withdraw from the lesson. Students become disruptive, or talk among themselves in an effort to follow the lesson. The teacher uses technical terms without explaining their meanings. The teacher says "ain't."	The teacher mispronounces vocabulary words. The teacher says: "And oh, by the way, today we're going to factor polynomials." A student asks: "What are we supposed to be doing?" and the teacher clarifies the task. Students ask "What do I write here?" in order to complete a task. The teacher says: "Watch me while I show you how to …." with students asked only to listen. A number of students do not seem to be following the explanation. Students are inattentive during the teacher's explanation of content.	In the course of a presentation of content, the teacher asks of students' questions to gauge their understanding of the concept being presented. Student uses a high or low tech communication system to answer questions. Low tech communication systems can include but are not limited to pictures, objects, eye gaze, sign language, and switches. The teacher uses a board or projection device so students can refer to it without requiring the teacher's attention. The teacher provides individual students with activities so they can show where their understanding of a lesson is.	The teacher says: "I see you are having difficulty, let's read it together." The teacher asks a student to explain the task to other students. When needed, a student offers clarification about the learning task to classmates. The teacher says: "Who would like to answer this question?" The teacher pauses during an explanation of a new concept to provide vocabulary support. The teacher asks for predictions during an activity and provides individual support/prompts based on his/her knowledge of where each student is in their ability level. Student uses communication system to formulate a question or to answer comprehension

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				questions.

Classroom Teacher

		DOMAIN THREE: DELIVERY OF SERVICE		
		Levels of Performance		
Component 3B	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Using Questioning / Prompts and Discussion **Performance** *(Evaluated via direct observation)*	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine reciprocal interaction among students providing adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the genuine reciprocal interaction employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, and promotes metacognition. Students formulate questions, initiate topics, and make contributions. Students themselves insure that voices are heard in a genuine reciprocal interaction.
Criteria	Questions are rapid-fire, and convergent, with a single correct answer. Questions do not invite student thinking. All discussion is between teacher and students; students are not invited to speak directly to one another. A few students dominate the discussion.	Teacher frames some questions designed to promote student thinking, but only a few students are involved. The teacher invites students to respond directly to one another's ideas, but few students respond. Teacher calls on many students, but only a small number actually participate in the discussion.	Teacher uses instructional appropriate questions inviting students to think and/or choose from possible answers. The teacher makes effective use of wait time, which may include complete silence. The teacher builds on and uses student responses to questions effectively. Genuine reciprocal interactions enable students to talk to one another with support without ongoing mediation with the teacher. The teacher calls on most students, even those who don't initially	In addition to the characteristics of "proficient," Students initiate connections/questions through the use of visual prompts, communication systems, and learning materials. Students extend the discussion; this may be accomplished by alternative communication. Teacher has a system in place to provide support for students needs during discussions. Teacher uses resources to meet all students' needs.

*Applicable to ALL UNSATISFACTORY Component ratings: Staff member is marginally and/or non-responsive to addressing PDP and/or identified areas of improvement. 26

			volunteer. Many students actively engage in genuine reciprocal interaction. Teacher has communication systems in place for all students who require them.	
Examples	All questions are of the "recitation" type, such as "What is 3 x 4?" The teacher asks a question for which the answer is on the board; students respond by reading it. The teacher only calls on students who have their hands up.	Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?" The teacher asks: "Who has an idea about this?" the same three students offer comments. The teacher asks: "Michael, can you comment on Mary's idea?" but Michael does not respond, or makes a comment directly to the teacher.	The teacher asks questions related to curriculum that allows students' to demonstrate comprehension at their individual level(s). The teacher facilitates opportunities for students' to collaborate during discussions (think pair share, commenting board, and assistive tech). Students are provided a communication board with visuals to be used within the lesson to allow independent commenting and answering of questions.	A student asks of other students: "Does anyone have another idea as to how we might figure this out?" A student asks "What if…?" A student utilizes his/her communication device to answer or ask a question. The teacher uses an appropriate communication system so a student is able to make comments on the genuine reciprocal interaction Students utilize additional resources that allow them to contribute to discussions.

	DOMAIN THREE: DELIVERY OF SERVICE			
	Levels of Performance			
Component 3C	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Instructional Design **Performance** *(Evaluated via direct observation)*	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time to intellectually engage. Students may have some choice in how they complete tasks and may serve as resources for one another.
Criteria	Few students are intellectually engaged in the lesson. Learning tasks require only recall or have a single correct response or method. The materials used ask students only to perform rote tasks. Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. Instructional materials used are unsuitable to the lesson and/or the students.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and recall. Student engagement with the content is largely passive, learning primarily facts or procedures. Students have no choice in how they complete tasks. The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. The materials and resources are	Most students are intellectually engaged in the lesson. Learning tasks have multiple correct responses or approaches. Students have some choice in how they complete learning tasks. There is a mix of different types of groupings, suitable to the lesson objectives. Materials and resources support the learning goals and require intellectual engagement, as appropriate. The pacing of the lesson provides	In addition to the characteristics of "proficient," Virtually all students are intellectually engaged in the lesson. Students will chose a more meaningful or relevant task to meet their needs with teacher assistance when necessary Students suggest modifications to the grouping patterns used. Students have choice in how they complete tasks. Students have an opportunity for

	The lesson drags, or is rushed	partially aligned to the lesson objectives, only some of them demanding student thinking. The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.	students the time needed to be intellectually engaged	reflection and closure on the lesson to consolidate their understanding.
Examples	Most students are playing video games during the lesson Students fill out the lesson worksheet by copying words from the board. The teacher lectures for 45 minutes Most students don't have time to complete the assignment; the teacher moves on in the lesson.	In three of the five small groups, students are figuring out an answer to the assigned problem. Students are asked to fill in a worksheet, following an established procedure. There is a recognizable beginning, middle, and end to the lesson. The teacher lectures for 20 minutes, and provides 15 minutes for the students to write an essay; most students are able to complete it.	There is a clear beginning, middle, and end to the lesson. The lesson is neither rushed nor drags. Students are given a choice board on how they want to complete an activity. Students are asked if they would prefer to do their assessment on the computer or in paper pencil format.	Students request breaks through their communication system Students' ask for required materials through the use of their communication system. Students' create task strip for the order of work to be completed. Engagement is when a student completes tasks and activities presented to them with assistance if needed.

	DOMAIN THREE: DELIVERY OF SERVICE			
	Levels of Performance			
Component 3D	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Using Assessment in Instruction **Performance** *(Evaluated via direct observation)*	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria; few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts / assessments are used to diagnose evidence of learning	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback through genuine reciprocal interaction from both the teacher and peers is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students.
Criteria	The teacher gives no indication of what high quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Feedback is only global. The teacher does not ask students to evaluate their own or classmates' work.	There is little evidence that the students understand how their work will be evaluated. Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students Teacher requests global indications of student understanding. Feedback to students is not uniformly specific, not oriented towards future improvement of work. The teacher makes only minor attempts to engage students in self- or peer-assessment.	Students indicate that they clearly understand the characteristics of work completion. Teacher elicits evidence of student understanding during the lesson. The teacher supports students in awareness of peer-assessment. Feedback includes specific and timely guidance for students The teacher attempts to engage students in self-assessment. Individuals complete instructional level tasks independently. Teacher has system in place to help students gain independence.	In addition to the characteristics of "proficient," There is evidence that students have contributed to the evaluation criteria. Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. Teacher makes frequent use of strategies to elicit information about individual student understanding. Feedback to students is specific and timely, and is provided from

				many sources, including other students. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.
Examples	A student asks: "How is this assignment going to be graded?" A student asks "Does this quiz count towards my grade?" The teacher forges ahead with a presentation without checking for understanding. The teacher says: "good job, everyone"	Teacher asks: "does anyone have a question? When a student completes a problem on the board, the teacher corrects the student's work without explaining why. The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept.	The teacher checks and uses completed individual work tasks for assessment purposes. The teacher uses a specifically-formulated approach to elicit evidence of student understanding. The teacher works one on one or in small groups with students to have a knowledge base of where their understanding is at.	Given a task strip student will monitor progress throughout activities. The teacher reminds students of the characteristics of high-quality work, (the assessment criteria), suggesting that the students themselves helped develop them. While students are working, the teacher circulates providing specific feedback to individual students. The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding Students offer feedback to their classmates on their work. Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.

	DOMAIN THREE: DELIVERY OF SERVICE			
	Levels of Performance			
Component 3E	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Demonstrating Flexibility and Responsiveness **Performance** *(Evaluated via direct observation)*	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
Criteria	Teacher ignores indications of student boredom or lack of understanding. Teacher brushes aside student questions. Teacher makes no attempt to incorporate student interests into the lesson. The teacher conveys to students that when they have difficulty learning, it is their fault. In reflecting on practice, the teacher does not indicate that it is important to reach all students.	Teacher's efforts to modify the lesson are only partially successful. Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson. The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them. In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.	The teacher's adjustments to the lesson are designed to assist individual students. Teacher incorporates students' interests and questions into the heart of the lesson. The teacher conveys to students that s/he has other approaches to try when the students experience difficulty. In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.	In addition to the characteristics of "proficient," Teacher seizes on a teachable moment to enhance a lesson. The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands, and that s/he has a broad range of approaches to use. In reflecting on practice, the teacher can cite others in the school and beyond who s/he has contacted for assistance in reaching some students. Teachers recognize a need to modify a lesson based on student engagement level or behavior. Students will show the need for

				modifications or additions to the materials being used.
Examples	The teacher says: "We don't have time for that today." The teacher makes no attempt to adjust the lesson based on student confusion. The teacher says: "If you'd just pay attention, you could understand this."	The teacher says: "I'll try to think of another way to come at this and get back to you." The teacher says: "I realize not everyone understands this, but we can't spend any more time on it." The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson; it's partially successful...	The teacher says: "That's an interesting idea; let's see how it fits." The teacher illustrates a principle of good writing to a student using his interest in basketball as context. The teacher says: "Let's try this way, and then uses another approach." Teacher gages that the needs of the students have changed during the lesson and offers a break or change in activity, either individually or as a group. The teacher stops in mid-stream in a lesson, and says: "This activity doesn't seem to be working! Here's another way I'd like you to try it."	The teacher incorporates the school's upcoming championship game into an explanation of averages. Students' show a need for modification in groups by shutting down or becoming defiant and teacher responds accordingly. Teacher sees that a student understands the activity and restructures the activity for the student so their interest is not lost.

	DOMAIN FOUR: PROFESSIONAL RESONSIBILITIES			
	Levels of Performance			
Component 4A	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Reflecting on Practice **Performance** *(Evaluated via post-observation interview, and discussion)*	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	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. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	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. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Criteria	The teacher considers the lesson but draws incorrect conclusions about its effectiveness. The teacher makes no suggestions for improvement.	The teacher has a general sense of whether or not instructional practices were effective. The teacher offers general modifications for future instruction.	The teacher accurately assesses the effectiveness of instructional activities used The teacher identifies specific ways in which a lesson might be improved The teacher discusses the effectiveness of instruction with the classroom paraprofessionals.	In addition to the characteristics of "proficient," Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness Teacher's suggestions for improvement draw on an extensive repertoire and input from the classroom paraprofessionals.
Examples	Despite evidence to the contrary, the teachers says, "My students did great on that lesson!" The teacher says: "That was awful; I wish I knew what to do!" The students can't do it.	At the end of the lesson the teacher says, "I guess that went okay." The teacher says: "I guess I'll try x next time."	The teacher says: "I wasn't pleased with the level of engagement of the students." The teacher problem solves lesson improvements with the classroom paraprofessionals. The teacher asks the classroom paraprofessionals for input on	The teacher says: "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed." In conversation with colleagues and paraprofessionals, the teacher considers different group strategies for improving a lesson.

*Applicable to ALL UNSATISFACTORY Component ratings: Staff member is marginally and/or non-responsive to addressing PDP and/or identified areas of improvement.

Classroom Teacher

			lesson improvement and student engagement.	

	DOMAIN FOUR: PROFESSIONAL PRATICE			
	Levels of Performance			
Component 4B	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Maintaining Accurate Records **Performance** *(Evaluated via post-observation interview, and discussion)*	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non- instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute to data collection.
Criteria	Absence of a system for either instructional or non-instructional records. Record-keeping systems that are in disarray so as to provide incorrect or confusing information.	The teacher has process for recording student work completion. However, it may be out-of-date or does not permit students to access the information. The teacher's process for tracking student progress is cumbersome to use. The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.	The teacher's process for recording student work completion is efficient, effective, and includes classroom paraprofessionals; students have access to information about completed and/or missing assignments. The teacher has an efficient and effective process for recording student attainment of learning goals which includes the use of their classroom paraprofessionals; students are able to see how they're progressing. The teacher's process for recording non-instructional information is both efficient and effective.	In addition to the characteristics of "proficient," Students contribute to and maintain records indicating completed and outstanding work assignments. Students contribute to and maintain data files indicating their own progress in learning. Students contribute to maintaining non-instructional records for the class.
Examples	A student says, "I'm sure I turned in that assignment, but the teacher lost it!" The teacher says, "I misplaced the writing samples for my class but it doesn't matter – I know what the students would have scored."	A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!" The teacher says: "I've got all these notes about how the kids are doing; I should put them into	The teacher-creates a link on the class website which students can access to check on any missing assignments. The teacher's grade book records student progress toward IEP goals and the teacher has a system in	Student may collect his/her data binder with visual supports or accommodations. Student reflection response on an activity is through a written/verbal or communication device (communication boards, behavior

	On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.	the system but I just don't have time." On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.	place to allow classroom paraprofessionals to supply/collect data. The teacher-creates a spreadsheet for tracking student needs and has instructed the classroom paraprofessionals on how to use and access it.	charts, etc.) Conducting attendance procedures, lunch count, behavioral records, and class jobs. Bringing in their teacher requested work/permission slips. Students request reinforcers when they have completed required work.

	DOMAIN TWO: THE ENVIRONMENT			
	Levels of Performance			
Component 4C	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Communicating with Families **Performance** *(Evaluated via post-observation interview, and discussion)*	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent, appropriate, and successful.
Criteria	Little or no information regarding instructional program available to parents. Families are unaware of their children's progress. Lack of family engagement activities. Culturally inappropriate communication	School or district-created materials about the instructional program are sent home. Infrequent or incomplete information sent home by teachers about the instructional program. Teacher maintains school-required grade book but does little else to inform families about student progress. Teacher communications are sometimes inappropriate to families' cultural norms.	Information about the instructional program is available on a regular basis. The teacher sends information about student progress home on a regular basis. Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.	In addition to the characteristics of "proficient," On a regular basis, students develop materials to inform their families about the instructional program. Students maintain accurate records about their individual learning progress and frequently share this information with families. Students contribute to regular and ongoing projects designed to engage families in the learning process.
Examples	A parent says, "I'd like to know what my kid is working on at school!" A parent says, "I wish I knew something about my child's progress before the report card	A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class." A parent says, "I emailed the teacher about my child's struggles	The teacher-sends weekly newsletter home to families, including information that precedes homework, current class activities, community and/or school projects, field trips, etc.(via website or hard copy)	Students-create materials for "Back to School" night that outline the approach for learning science Student daily reflection log describes learning and go home each week for a response from a parent or guardian.

*Applicable to ALL UNSATISFACTORY Component ratings: Staff member is marginally and/or non-responsive to addressing PDP and/or identified areas of improvement.   38

	comes out." A parent says, "I wonder why we never see any school work come home."	with math, but all I got back was a note saying that he's doing fine." Weekly quizzes are sent home for parent/guardian signature.	The teacher-created monthly progress report sent home for each student. The teacher sends home a project that encourages classroom/home involvement. A system is in place to have a communication form completed as independently as possible by student. Including parents in the IEP process Students actively participate in completing a daily communication form sent to parents. Students move schedule pieces into finished or otherwise indicating their learning session is finished.	Students-design a project on charting family use of plastics. Teacher has a system in place for students to share their family news with the class.

	DOMAIN FOUR: PROFESSIONAL PRACTICE			
	Levels of Performance			
Component 4D	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Participating in a Professional Community **Performance** *(Evaluated via post-observation interview, and discussion)*	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
Criteria	The teacher's relationship with colleagues is characterized by negativity or combativeness. The teacher purposefully avoids contributing to activities promoting professional inquiry. The teacher avoids involvement in school activities and school district and community projects.	The teacher has pleasant relationship with colleagues. When invited, the teacher participates in activities related to professional inquiry. When asked, the teacher participates in school activities, and school district and community projects.	The teacher has supportive and collaborative relationships with colleagues and the classroom paraprofessionals. The teacher regularly participates in activities related to professional inquiry. The teacher frequently volunteers to participate in school events and school district and community projects.	In addition to the characteristics of "proficient," The teacher takes a leadership role in promoting activities related to professional inquiry. The teacher regularly contributes to and leads events that positively impact school life. The teacher regularly contributes to and leads significant school district and community projects.
Examples	The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, it will make him look good. The teacher L does not attend PLC	The teacher is polite, but never shares any instructional materials with his grade partners. The teacher only attends PLC meetings when reminded by her supervisor.	The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during their team meetings. The teacher collaboratively leads	Leading in services with staff from professional development The teacher leads the "mentor" teacher group at school, devoted to supporting new teachers during their first years of teaching. The teacher hosts a book study

*Applicable to ALL UNSATISFACTORY Component ratings: Staff member is marginally and/or non-responsive to addressing PDP and/or identified areas of improvement.   40

meetings. The teacher does not attend any school function after the dismissal bell. The teacher says, "I work from 8:30 to 3:30 and not a minute more – I won't serve on any district committee unless they get me a substitute to cover my class."	The principal says, "I wish I didn't have to ask the teacher to "volunteer" every time we need someone to chaperone the dance. The teacher only contributes to the district Literacy committee when requested by the principal.	weekly team meetings with her classroom paraprofessionals. Meetings have a respectful and open forum. Teacher is able to facilitate special education team meetings and Special Service Team. Providing support for paraprofessionals within the classroom.	group that meets during lunch monthly; he guides the book choices so that the group can focus on topics that will enhance their skills. The teacher leads the school's annual "Olympics" day, involving all students and faculty in athletic events. The teacher leads the school district wellness committee, involving healthcare and nutrition specialists from the community.

	DOMAIN FOUR: PROFESSIONAL PRACTICE			
	Levels of Performance			
Component 4E	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Participating in a Professional Community/Staff Communication **Performance** *(Evaluated via post-observation interview, and discussion)*	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
Criteria	The teacher is not involved in any activity that might enhance knowledge or skill. The teacher purposefully resists discussing performance with supervisors or colleagues. The teacher ignores invitations to join professional organizations or attending conferences.	The teacher participates in professional activities when required or when provided by the school district. The teacher reluctantly accepts feedback from supervisors and colleagues. The teacher contributes in a limited fashion to educational professional organizations.	The teacher seeks regular opportunities for continued professional development. The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback. The teacher actively participates in professional organizations designed to contribute to the profession.	In addition to the characteristics of "proficient," The teacher seeks regular opportunities for continued professional development, including initiating action research. The teacher actively seeks feedback from supervisors and colleagues. The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.
Examples	The teacher never takes continuing education courses, even though the credits would increase his salary. The teacher endures the principal's annual observations in her classroom, knowing that if she	The teacher politely attends district workshops and professional development days, but doesn't make much use of the materials received. The teacher listens to his principal's feedback after a lesson,	The teacher eagerly attends the school district optional summer workshops finding them to be a wealth of instructional strategies he can use during the school year. The teacher has decided to take some of the professional	The teacher initiates an action research project in order to improve her own instruction. The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to

*Applicable to ALL UNSATISFACTORY Component ratings: Staff member is marginally and/or non-responsive to addressing PDP and/or identified areas of improvement.   42

waits long enough, the principal will eventually leave and she can simply discard the feedback form. Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.	but isn't sure that the recommendations really apply in his situation. The teacher P joins the local chapter of the American Library Association because she might benefit from the free books – but otherwise doesn't feel it's worth too much of her time.	development opportunities through Infinitec online and/or ROE Tide courses and to share his learning with colleagues. The teacher enjoys her principal's weekly walk through visits because they always lead to a valuable informal discussion during lunch the next day. The teacher joined a committee that focuses on their area of instruction and finds that it provides him/her access to resources for his/her classroom that truly benefit his students' conceptual understanding.	provide objective feedback on his progress. The teacher founded a local organization devoted to Literacy Education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.

	DOMAIN FOUR: PROFESSIONAL PRACTICE			
	Levels of Performance			
Component 4F	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Showing Professionalism **Performance** *(Evaluated via post-observation interview, and discussion)*	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and do not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. 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. 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 complies fully with school and district regulations, taking a leadership role with colleagues.
Criteria	Teacher is dishonest. Teacher does not notice the needs of students. The teacher engages in practices that are self-serving. The teacher willfully rejects school district regulations.	Teacher is honest. Teacher notices the needs of students, but is inconsistent in addressing them. Teacher does not notice that some school practices result in poor conditions for students. Teacher makes decisions professionally, but on a limited basis. Teacher complies with school	Teacher is honest and known for having high standards of integrity. Teacher actively addresses student needs. Teacher actively works to provide opportunities for student success. Teacher willingly participates in team and departmental decision-making. Teacher complies completely with school district regulations.	Teacher is considered a leader in terms of honesty, integrity, and confidentiality. Teacher is highly proactive in serving students. Teacher makes a concerted effort to ensure opportunities are available for all students to be successful. Teacher takes a leadership role in team and departmental decision-making.

*Applicable to ALL UNSATISFACTORY Component ratings: Staff member is marginally and/or non-responsive to addressing PDP and/or identified areas of improvement.   44

		district regulations.		
				Teacher takes a leadership role regarding school district regulations.
Examples	The teacher makes some errors when marking the last common assessment but doesn't tell his colleagues. The teacher does not realize that three of her neediest students arrived at school an hour early every morning because their mother can't afford daycare. The teacher fails to notice that one of her Kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs. When one his colleagues goes home suddenly due to illness, the teacher pretends to have a meeting so that he won't have to share in the coverage responsibilities. The teacher does not file her students' writing samples in their district cum folders; it is time consuming and she wants to leave early for summer break.	The teacher says, "I have always known my grade partner to be truthful. If she called in sick, then I believe her." The teacher considers staying late to help some of her students in after-school daycare, but realizes it conflicts with her gym class so she decides against it. The teacher notices a student struggling in his class and sends a quick e-mail to the counselor. When he doesn't get a response, he assumes it has been taken care of. When her grade partner goes out on maternity leave, the teacher said, "Hello" and "Welcome" to her substitute, but does not offer any further assistance. The teacher keeps his district-required grade book up to date, but enters exactly the minimum number of assignments specified by his department chair.	The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately. The teacher notices a communication system is not meeting a student's needs and follows the proper local procedures to address concerns. Teacher attends building, district, and/or cooperative level meetings – he/she always contributes something meaningful to the discussion. The teacher is able to access district and/or cooperative level resources to meet the needs of students around assistive technology and/or behavior deficits. Individualized Education Plan meetings Advocacy for students	Collaborating with peers for reverse inclusion opportunities Consultation with colleagues to assist all students within the general and special education settings. Teacher is sought out for expert advice and complete discretion. The teacher supports community based programs which result in her students having access to activities outside of the school day. The special Education department looks forward to their regularly scheduled meetings; their leader, the teacher is always seeking new instructional strategies and resources for them to discuss. When the cooperative and/or district adopts a new program, the teacher learns it inside and out so that she could assist her colleagues.