

DOMAIN I: PLANNING AND PREPARATION

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Standard 1: Knowledge of Content Does the teacher...</p> <ul style="list-style-type: none"> ➤ show an effective command of the subject to guide student learning? ➤ use effective instructional resources, including technology, to communicate content knowledge? ➤ take an active role in adopting new content standards and frameworks to teaching? 	<p>The teacher does not have a command of the subject. There are many student misconceptions about content material covered. Very few resources are used to communicate content knowledge. The content taught is seldom related to national, state, or district standards. The teacher is unaware or has little knowledge of content standards. The teacher does not correct student errors.</p>	<p>The teacher has a satisfactory command of subject knowledge. Adequate resources are used to communicate content knowledge, and the content taught is sometimes related to national, state, or district standards. The teacher is aware of some content standards and uses them to guide instruction.</p>	<p>The teacher has a strong command of the subject. Resources are used to communicate content knowledge, and the content taught can easily be related to national, state, or district standards. The teacher has strong content knowledge and uses that knowledge to guide instruction.</p>	<p>High levels of intrinsic motivation mark authentic learning. Extensive resources are used to communicate content knowledge, and the content taught can easily be related to national, state, or district standards. The teacher has deep content knowledge and uses that knowledge to guide instruction.</p>
<p>Standard 2: Knowledge of Students Does the teacher...</p> <ul style="list-style-type: none"> ➤ build upon students' knowledge and experience? ➤ use school and district resources to support and advocate for student needs? ➤ recognize and address students' learning styles? 	<p>The teacher does not build upon students' prior knowledge or experience. The teacher is unaware of a students' cultural background, and puts forth little effort to understand student background, culture, and learning style. The teacher rarely accesses school or district resources to meet student needs. The teacher seldom understands or seeks out the learning styles, interests or special needs of his/her students.</p>	<p>The teacher builds upon students' prior knowledge and experiences. The teacher is sometimes aware of the cultural differences in a student's background, and sometimes puts forth effort to understand student background, culture, and learning style. The teacher uses this knowledge to adjust whole group instruction, but rarely adjusts or accommodates individual instruction. The teacher occasionally access school or district resources to meet student needs.</p>	<p>The teacher frequently builds upon students' prior knowledge and experiences and is aware of the cultural differences of the majority of the students. The teacher puts forth effort to understand student background, culture, learning style and special needs to make instructional and individual adjustments based upon this knowledge. The teacher accesses school or district resources to meet student needs.</p>	<p>The teacher builds upon students' prior knowledge and experiences and is acutely aware of the cultural differences of all students. The teacher puts forth great effort to understand student background, culture, and learning style and frequently makes instructional and individual adjustments based upon this knowledge. The teacher often accesses school or district resources to meet student needs. The teacher seeks out the learning styles of the students and actively designs instruction that will most closely match the learning needs of all students.</p>
<p>Standard 3: Instructional Goal Setting Does the teacher...</p> <ul style="list-style-type: none"> ➤ select appropriate instructional goals based upon national, state and local standards? ➤ select goals that are measurable and state them in terms of student learning? ➤ select goals appropriate for students? 	<p>The teacher has minimal knowledge of state content standards. Lesson plans are minimal. Goals that are developed are not stated in terms of student learning, and are difficult to measure. Few goals are designed for students with different learning styles or cultural backgrounds. Outcomes often lack rigor.</p>	<p>The teacher has adequate knowledge of state content standards. Lesson plans sometimes include instructional goals that cannot be easily measured. The teacher has limited goals for students with different learning styles or cultural backgrounds.</p>	<p>The teacher has definite knowledge of state content standards. Lesson plans include daily learning goals/objectives. Instructional goals are stated in terms of student learning. Students are encouraged to be a part of the goal setting process. The teacher monitors goals they have set and adjusts them based upon student learning.</p>	<p>The teacher has an expert knowledge of state content standards. Lesson plans are detailed and include daily learning goals/objectives. Instructional goals are stated in terms of student learning and can be measured. The teacher is able to set goals for students with different learning styles or cultural backgrounds and use those goals to guide instruction. The teacher consistently monitors goals they have set and adjusts them based upon student learning. All outcomes represent rigor and important learning.</p>

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		DOMAIN I: PLANNING AND PREPARATION	<p>Standard 4: Lesson Design Does the teacher...</p> <ul style="list-style-type: none"> ➤ design coherent instruction that reflects research-based best practices? ➤ design instruction that promotes critical thinking and problem solving? ➤ ensure that the curriculum is relevant to student needs? ➤ adhere to the approved scope and sequence of the subject matter? 	<p>The teacher's long-range instructional plans are very limited. Lessons are not thoughtful, relevant, and engaging for students. The plans that have been developed tend to be only for the near future and are limited to activities rather than outcomes that can be measured or able to authentically engage students in relevant and meaningful school work. Teacher does not seek out extra resources.</p>	<p>The teacher has developed long-range instructional plans and has a system for lesson design that promotes critical thinking and problem-solving. The curriculum design is somewhat relevant to student needs and is occasionally focused on measurable outcomes. The teacher sometimes uses appropriate resources beyond the textbook.</p>
	<p>Standard 5: Assessment Planning Does the teacher...</p> <ul style="list-style-type: none"> ➤ remain familiar with the content area and with school, district and state assessment methods and options? ➤ use assessments that are congruent with instructional goals? ➤ develop and use a variety of formative and summative assessment tools and information for planning instruction, feedback and reflection? 	<p>The teacher is not familiar with the wide variety of state, district, and school assessment methods and options. As a result, the teacher is not able to use those assessments effectively and does not use them to guide instruction. The teacher uses very few formative and summative assessment tools and rarely collaborates when it comes to assessment planning.</p>	<p>The teacher is partially aware of district, school, and state assessments and occasionally uses formative and summative assessments to guide instruction. The assessments are at times congruent with instructional goals for students. The teacher sometimes collaborates with colleagues in the planning and use of assessments.</p>	<p>The teacher is generally aware of district, school, and state assessments and as a rule uses formative and summative assessments to guide instruction. The assessments are congruent with whole group and individual instructional goals. The teacher usually collaborates with others to plan common assessments. Activities provide opportunities for higher level thinking.</p>	<p>The teacher is acutely aware of district, school, and state assessments and effectively uses a variety of formative and summative assessments to guide instruction. The assessments are strongly congruent with whole group and individual instructional goals. The teacher also designs formative assessments and frequently collaborates with others to plan common assessments. Students participate in designing rubrics and assessments that match teacher specified learning.</p>

Possible evidence to look for:

- ✓ Deep knowledge of content is communicated in a variety of forms (classroom artifacts, resources made available to students, etc.).
- ✓ Student success on classroom-based assessments.
- ✓ The teacher has a strong command of subject matter and possesses deep content knowledge.
- ✓ The teacher is always learning new things about the content.
- ✓ The teacher has set learning goals for students that can be measured.
- ✓ Year-long, unit, and weekly lesson plans have been developed that include instructional goals and learning outcomes.
- ✓ Lesson and unit objectives are written on the board or posted in the classroom for students to see and understand.
- ✓ Standards, goals and learning objectives are communicated with stakeholders.
- ✓ Teacher practice reflects understanding of topics and concepts and provides a link to prior knowledge.
- ✓ Lesson quality reflects rigorous and important learning in the content material.

DOMAIN II: CLASSROOM ENVIRONMENT

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Standard 6: Climate of Respect and Learning</p> <p>Does the teacher...</p> <ul style="list-style-type: none"> ➤ create an environment that promotes equity, respect and positive interpersonal interactions? ➤ Interact with students appropriately to developmental and cultural norms? ➤ have high expectations for student success, quality work and student achievement? ➤ keep students actively engaged? 	<p>The teacher has not been able to create a classroom environment that promotes equity, respect, and positive interactions. Inappropriate interactions between students are common. The teacher does not have high expectations for student success, quality work, or achievement. Passive, retreating, or rebellious actions mark student behavior. Students are occasionally engaged and demonstrating learning.</p>	<p>The teacher has created an environment that sometimes supports equity, respect, and positive interactions. Student to student interactions are sometimes positive and appropriate to cultural norms. There are expectations for student success, quality work, and achievement, but those expectations only sometimes result in student engagement and learning. Students are engaged and sometimes demonstrate learning and achievement in a variety of ways.</p>	<p>The teacher has created an environment that typically promotes equity, respect, and positive interactions. Student to student interactions are frequently positive and appropriate to cultural norms. There are appropriate expectations for student success, quality work, and achievement. Student engagement and learning is frequently evident and demonstrated in a variety of ways.</p>	<p>The teacher has created an environment that strongly promotes equity, respect and positive interactions. Student to student interactions are consistently positive and appropriate to cultural norms. There are high expectations for student success, quality work, and achievement. Student engagement and authentic learning are consistently evident and is demonstrated in a variety of ways.</p>	
	<p>Standard 7: Classroom Procedures and Physical Environment</p> <p>Does the teacher...</p> <ul style="list-style-type: none"> ➤ develop and employ classroom procedures that promote student learning and facilitate positive classroom interaction consistent with building and district programs? ➤ design a safe and accessible classroom environment for all students? ➤ facilitate smooth transitions with little loss of instructional time? ➤ ensure all students have access to materials, technology and necessary resources? 	<p>The teacher does not have a clear system to manage classroom procedures; as a result, student learning is compromised. The classroom environment is not always safe and accessible for all. There is loss of instructional time during transitions and students do not have consistent access to the materials they need to be successful. There are low to medium expectations for student achievement.</p>	<p>The teacher has a somewhat clear system to manage classroom procedures; as a result, student learning is sometimes supported. Most of the time the classroom environment is safe and accessible for all. There is some loss of instructional time during transitions and students do not usually have access to the materials they need to be successful. The classroom culture is characterized by a low commitment to learning.</p>	<p>The teacher has developed an effective and efficient system to manage classroom procedures; as a result, student learning is frequently supported. The classroom environment is safe and accessible for all. There is little loss of instructional time during transitions and students have consistent access to materials they need to be successful. Students complete work of high quality.</p>	<p>The teacher has developed an extremely effective and efficient system to manage classroom procedures; as a result, student learning is consistently supported. The classroom environment is safe and accessible for all. There is no loss of instructional time during transitions and students have high access to the materials they need to be successful. Students take initiative in improving the quality of their learning.</p>

DOMAIN II: CLASSROOM ENVIRONMENT		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	<p>Standard 8: Managing Student Behavior</p> <p>Does the teacher...</p> <ul style="list-style-type: none"> ➤ clearly communicate and enforce classroom and school expectations? ➤ address inappropriate behavior consistently and appropriately? ➤ proactively address student behavior? 	<p>The teacher does not have a clear system of classroom expectations and does not clearly communicate or enforce classroom and school expectations. As a result, inappropriate student behavior occurs on a regular basis. The teacher reacts to negative behavior rather than proactively promoting positive behavior. There is little evidence that students know or follow an established routine.</p>	<p>The teacher has developed classroom expectations that are sometimes effective. Classroom and school expectations are communicated and enforced on a regular basis; however, student behavior is appropriate only some of the time. The teacher is sometimes proactive, and is not able to prevent negative behavior through monitoring, pre-teaching, reminders and positive reinforcement.</p>	<p>The teacher has developed classroom expectations that are frequently effective. Classroom and school expectations are frequently communicated and enforced. The teacher is involved in supporting positive behavior beyond the classroom. Student behavior is usually appropriate. The teacher is frequently proactive and able to prevent negative behavior through monitoring, pre-teaching, reminders, and positive reinforcement.</p>	<p>The teacher has developed consistently effective classroom expectations. Classroom and school expectations are consistently communicated and enforced. The teacher is involved in supporting positive behavior beyond the classroom. Student behavior is almost always appropriate. The teacher is consistently proactive, and is able to prevent negative behavior through monitoring, pre-teaching, reminders, positive reinforcement and a host of other strategies. Students take an initiative to ensure that their classroom runs smoothly.</p>

Possible evidence to look for:

- ✓ Classroom and student displays promote a climate of learning and respect.
- ✓ Students treat other students, staff, and community in positive and appropriate ways.
- ✓ The teacher promotes a classroom of respect and learning; genuine warmth, caring and sensitivity is shown to students.
- ✓ The teacher demonstrates knowledge of behavior systems and uses them effectively.
- ✓ Students treat equipment, materials, and facilities with respect.
- ✓ Classroom is organized and welcoming.
- ✓ Transitions are smooth and maximize instructional time.
- ✓ The teacher has a clear and articulated system for managing all classroom procedures.
- ✓ Students know, understand, and can explain classroom procedure to others and show initiative in improving their classroom experience.
- ✓ Classroom displays are appropriate and relevant to teaching assignment
- ✓ The teacher is familiar with, and uses, effective behavior strategies to maintain positive behavior in the classroom.
- ✓ Students are well-behaved, treat one another with respect, and follow directions.
- ✓ Classroom expectations are posted, regularly taught, re-taught and reinforced.
- ✓ Students demonstrate awareness of the classroom and school expectations.

DOMAIN III: INSTRUCTION

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Standard 9: Lesson Delivery Does the teacher...</p> <ul style="list-style-type: none"> ➤ exhibit clear lesson delivery, reflect appropriate pacing and use a variety of effective teaching strategies? ➤ activate students' prior knowledge? ➤ differentiated to meet the needs of diverse learners? ➤ use a variety of questioning and discussion techniques to elicit student reflection and higher order thinking? ➤ use technology effectively? ➤ use a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing? 		<p>The teacher's lesson is unclear or difficult to understand. The teacher is unaware of the need and importance of activating students' prior knowledge. There is little evidence of higher level thinking or problem-solving. The teacher occasionally uses effective questioning techniques and rarely differentiates instruction to meet the needs of students. Students are occasionally engaged in learning. There is no use of technology in the classroom, or the teacher ineffectively uses the available technology. There is no evidence of various modes such as speaking, listening, reading or writing to expand learners' communication.</p>	<p>Sometimes the teacher's lesson is clear and easy to understand. The teacher only sometimes applies strategies to access students' prior knowledge. There is some evidence of higher level thinking and problem-solving. The teacher uses some effective questioning techniques, and sometimes differentiates instruction to meet the needs of students. Students are engaged in learning some of the time. There is limited or uneven use of technology in the classroom. There is some evidence of various modes such as speaking, listening, reading or writing to expand learners' communication.</p>	<p>The teacher's lesson is clear and easy to understand. The teacher frequently activates students' prior knowledge. Higher level thinking and problem-solving frequently occur. The teacher frequently uses effective questioning techniques and differentiates instruction to meet the need of students. Active engagement and student ownership are evident in the classroom. Technology frequently enhances instruction. There is frequent evidence of various modes such as speaking, listening, reading or writing to expand learners' communication.</p>	<p>The teacher's lesson is clear and easy to understand. The teacher consistently activates students' prior knowledge. Higher level thinking and problem-solving consistently occur. The teacher consistently uses a variety of questioning techniques and strategies, to differentiate instruction to meet the needs of all students. High levels of active engagement and student ownership are consistently evident in the classroom. Appropriate technology is embedded in and enhances all lesson delivery. Student use of various modes, such as speaking, listening, reading and writing enhance all lessons.</p>
	<p>Standard 10: Feedback to Students Does the teacher...</p> <ul style="list-style-type: none"> ➤ demonstrate the ability to listen to students and respond appropriately? ➤ provide constructive feedback that facilitates learning and academic growth? ➤ provide constructive feedback that is consistent, ongoing, timely and in a variety of forms? 	<p>Teacher feedback provided to students is not respectful, not constructive, and/or does not motivate students to improve their academic or behavior performance. Appropriate feedback techniques are not used. Interactions are only teacher to student'; students are not invited to speak to one another.</p>	<p>Teacher feedback provided to students is sometimes respectful, and/or motivates students to improve their academic behavior. Appropriate feedback techniques are sometimes used. There is a limited amount of peer to peer feedback that is respectful and positive.</p>	<p>Teacher feedback provided to students is usually respectful, constructive and motivates students to improve their academic or behavior performance. Appropriate feedback techniques are used. Peer to peer feedback is sometimes respectful and positive.</p>	<p>Teacher feedback provided to students is consistently respectful, constructive and motivates students to improve their academic or behavior performance. Appropriate feedback techniques are used. Peer to peer feedback is consistently respectful and positive.</p>

DOMAIN III: INSTRUCTION	Standard 11: Assessment for Learning Does the teacher... > use assessment data to prepare for individual and group instruction, including re-teaching when necessary? > use formative assessments during classroom instruction to facilitate student learning? > demonstrate the ability to use summative assessments to guide and inform instruction through the collection, maintenance and analysis of classroom, district and state assessments? > engage students in assessing their own learning?	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
		Assessment data is not used to guide instruction. The teacher is unfamiliar with how assessments can be used to inform instruction; as a result, the instruction delivered is frequently irrelevant. The teacher does not support students to use self-assessment as a reflection of learning.	Assessment data is sometimes used to inform instruction. The teacher is unsure when to use formative assessments and when to use summative assessments. The teacher does not have a clear system of tracking assessments, and therefore does not accurately know the performance level of students. The teacher sometimes makes self-assessment tools available to students for reflecting upon their own learning.	Assessment data is used to inform instruction; as a result the instruction is relevant and engaging for most students. Students are somewhat familiar with their own assessment data and have ownership over their learning. The teacher effectively tracks assessments and accurately addresses the performance levels of most of her students. Knowledge and practice of assessments beyond the district and state options are usually present. The teacher frequently engages students in self-assessment of their own learning.	Assessment data is used to inform instruction; as a result the instruction is relevant and engaging for all students. Students are familiar with their own assessment data and have ownership over their learning. The teacher has an effective and clear system of tracking assessments and accurately addresses the performance levels of her students. Deep knowledge and practice of assessments beyond the district and state options are clearly present. The students clearly understand and self-assessment to monitor their own learning. Students are aware and monitor their own understanding.

Possible evidence to look for:

- ✓ Students are actively engaged in learning.
- ✓ The teacher is organized, knows the required learning targets, and effectively communicates objectives to students.
- ✓ Students are able to communicate learning targets and objectives are clear to the students.
- ✓ The teacher uses questioning strategies throughout lesson delivery.
- ✓ Instructional delivery is differentiated to meet the learning needs of all students.
- ✓ A variety of strategies, (i.e. technology, cooperative learning, use of art, service learning) are used to deliver instruction.
- ✓ Students are not afraid to make mistakes or ask questions and are willing to take risks in their learning.
- ✓ Students show motivation and initiative in understanding the content of instruction; they can revise, add detail or help peers.
- ✓ The teacher sets high expectations through meaningful feedback and encourages students to meet those high expectations by providing the necessary support.
- ✓ The teacher can produce evidence of systems designed to facilitate frequent, consistent, specific feedback.
- ✓ Teacher designs questions with the purpose of determining student understanding so that they can provide meaningful feedback.
- ✓ Frequency, specificity, and consistency of feedback.
- ✓ The teacher can describe how assessment is used prior to, during, and after instruction.
- ✓ The teacher knows the difference and distinct uses of formative and summative assessments.
- ✓ The teacher maintains detailed assessment data and records of student performance.

DOMAIN IV: PROFESSIONAL RESPONSIBILITY

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Standard 12: Professional Growth Does the teacher...</p> <ul style="list-style-type: none"> ➤ actively participate in professional development opportunities relevant to his or her teaching assignment? ➤ actively engage in meaningful goal setting? ➤ pursue professional growth through reflection, self-assessment, learning and knowledge of best practices? 	<p>The teacher does not take advantage of professional development opportunities when they arise. The teacher does not engage in meaningful goal setting. The teacher has little knowledge about best practices. The teacher avoids discussion on professional practices.</p>	<p>The teacher sometimes takes advantage of professional development opportunities when they arise. The teacher sometimes engages in meaningful goal setting. The teacher is somewhat knowledgeable about best practices.</p>	<p>The teacher frequently takes advantage of professional development opportunities when they arise. The teacher engages in meaningful goal setting. The teacher is knowledgeable about best practices.</p>	<p>The teacher consistently takes advantage of professional development opportunities when they arise. In addition, the teacher demonstrates leadership by taking on various leadership roles relevant to the profession. The teacher engages in meaningful goal setting. The teacher is extremely knowledgeable about best practices.</p>
<p>Standard 13: Record Keeping and Communication Does the teacher...</p> <ul style="list-style-type: none"> ➤ carry out assigned duties? ➤ maintain accurate records according to district and building protocol? ➤ know and adhere to the district job description and standards of performance including the Competent and Ethical Educator Standards? ➤ maintain appropriate confidentiality? ➤ communicate effectively and respectfully with all stakeholders: students, parents, colleagues and supervisor? ➤ facilitate meetings effectively? ➤ effectively and appropriately collaborate with colleagues and other professionals? 	<p>The teacher's record-keeping is not accurate or complete, and has trouble explaining it to others. The teacher does not effectively communicate with stakeholders. The teacher is frequently not available to others and does not return phone communications consistently. At times the teacher does not respond in a professional manner. The teacher does not effectively collaborate. The teacher does not effectively facilitate necessary meetings. The teacher struggles to follow directions and carry out assigned duties. The teacher needs constant reminders to turn in paperwork and complete required reports.</p>	<p>The teacher carries out most duties as assigned, maintains accurate records but sometimes needs reminders to complete necessary paperwork or reports. The teacher responds professionally most of the time and is available to others when needed. The teacher sometimes returns communications in a timely manner. The teacher sometimes effectively communicates with stakeholders. The teacher sometimes collaborates effectively. The teacher sometimes effectively facilitates necessary meetings.</p>	<p>The teacher carries out all duties as assigned, maintains accurate and organized records and completes necessary paperwork or reports. The teacher responds professionally in most situations and is available to others when needed. The teacher returns communications in a timely manner. The teacher frequently initiates communication with stakeholders. The teacher frequently communicates effectively with stakeholders. The teacher frequently collaborates effectively. The teacher effectively facilitates necessary meetings. Students have access to information about completed or missing assignments.</p>	<p>The teacher carries out all duties as assigned, maintains accurate and organized records and completes necessary paperwork or reports. The teacher responds professionally in all situations and is available to others when needed. The teacher returns phone calls and e-mails in a timely manner. The teacher initiates communication with stakeholders. The teacher consistently communicates effectively with stakeholders. The teacher consistently collaborates effectively. The teacher consistently and effectively facilitates necessary meetings. Students have explicit knowledge of missing or incomplete assignments.</p>

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	<p>Standard 14: Commitment to Instructional Initiatives Does the teacher...</p> <ul style="list-style-type: none"> ➤ support building and district instructional priorities? ➤ know and actively participate in building and district instructional initiatives? 	<p>The teacher is not aware of building or district instructional initiatives and rarely directs effort toward learning about the initiatives or altering practices to change in the direction of the building or district. The teacher does not implement strategies toward the building and district instructional initiatives. The teacher has demonstrated by action and unwillingness to change, learn, or grow as a professional.</p>	<p>The teacher is sometimes aware of building and district instructional initiatives and directs some effort toward learning about the initiatives. The teacher sometimes alters practice to implement building and district instructional initiatives. The teacher sometimes demonstrates a willingness to change, learn, and grow as a professional.</p>	<p>The teacher is aware of building and district instructional initiatives and directs significant effort toward learning about the initiatives. The teacher is frequently alters practices in order to change toward the building or district instructional initiatives. The teacher demonstrates a willingness to change, learn, and grow as a professional.</p>	<p>The teacher is aware of building and district instructional initiatives and directs significant effort toward learning about the initiatives. Not only does the teacher alter practice in order to change but is usually a leader in helping others to embrace the change process toward the building or district instructional initiatives. The teacher demonstrates a willingness to change, learn, and grow as a professional, but is also able and willing to lead others.</p>

Possible evidence to look for:

- ✓ The teacher can describe best practices when it comes to instruction, and is able to incorporate instructional initiatives.
- ✓ The teacher pursues professional growth opportunities and applies the learning.
- ✓ The teacher displays the qualities of a learner that include the habits of reading, writing, reflection, and sharing with others.
- ✓ The teacher is seeking to improve performance through professional growth opportunities.
- ✓ The teacher can be counted on to complete all required duties, reports, paperwork and grades.
- ✓ The teacher's record-keeping system is clear, organized, up-to-date, and easy to understand.
- ✓ The teacher makes an effort to be available and returns communications in a timely manner.
- ✓ The teacher initiates communication with stakeholders.
- ✓ The teacher is an effective facilitator and is able to develop meetings, agendas, adjourn meetings on time, and develops action steps.
- ✓ The teacher has a high value for collaboration and frequently is involved in projects and activities that require collaboration.
- ✓ The teacher has a high value for positive relationships and does not engage in rumors or gossip.
- ✓ The teacher supports building and district instructional priorities through increased knowledge and a change in teaching practices.
- ✓ The teacher is able to inspire others to adopt and support building and district instructional initiatives.
- ✓ The teacher is considered a leader in terms of honesty, integrity and confidentiality.

Performance Levels

Cascade's Standards of Professional Practice includes four levels of performance: Unsatisfactory, Basic, Proficient, and Distinguished. It is important to recognize that the levels are levels of performance of *teaching*, not of *teachers*.

Unsatisfactory

The teacher performing at the Unsatisfactory level does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the teacher to grow and develop in this area. In some areas of practice, performance at the Unsatisfactory level represents teaching that is below the licensing standard of "do no harm." For example, students are treated with sarcasm or put-downs, the environment is chaotic, or learning is shut down. Therefore, if a supervisor encounters performance at the Unsatisfactory level, it is very likely time to intervene. For a mentor, a component at the Unsatisfactory level represents a first priority for coaching.

Basic

The teacher performing at the Basic level appears to understand the concepts underlying the component and attempts to implement its elements. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other teachers, and experience (particularly supported by a mentor) will enable the teacher to become proficient in this area.

Performance at the Basic level is characteristic of student teachers or teachers new to the profession—those for whom virtually everything they do, almost by definition, is being done for the first time. So it is not surprising that not everything goes according to plan. Even when experienced teachers try a new activity, its implementation may be rough or inconsistent (for example it may take longer than planned or not as long, or the directions for the activity may not be clear). In fact, when trying a new activity or when teaching in a new assignment, experienced teachers may perform at the Basic level for the same reason a new teacher might—they are doing something for the first time.

For supervision or evaluation purposes, this level is generally considered minimally competent for teachers early in their careers; improvement is likely to occur with experience, and no actual harm is being done to students. But enhancement of skill is important, and a mentoring or coaching program will ensure that such improvement occurs in a supportive environment.

Proficient

The teacher performing at the Proficient level clearly understands the concepts underlying the component and implements it well. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level.

Teachers at the Proficient level are experienced, professional educators. They thoroughly know their content, they know their students, they know the curriculum and have a broad repertoire of strategies and activities to use with students, and they can move easily to Plan B if that turns out to be necessary. And they have eyes in the backs of their heads! Many of the routines of teaching have become automatic, and proficient teachers have developed a sophisticated understanding of classroom dynamics and are alert to events that don't conform to the expected pattern.

Teachers performing at the Proficient level have mastered the work of teaching while working to improve their practice. They can also serve as resources to one another as they participate in a professional community.

Distinguished

Teachers performing at the Distinguished level are master teachers and make a contribution to the field, both in and outside their school. Their classrooms operate at a quantitatively different level from those of other teachers. Such classrooms consist of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning. All the common themes are manifested, as appropriate, in the classroom of a teacher performing at a Distinguished level.

A classroom functioning at the Distinguished level seems to be running itself; it almost appears that the teacher is not doing anything. It is seamless; the students know what to do and get right to work. When novice teachers observe a class at this level, they typically don't recognize what they are seeing; they can observe the results of what the teacher has created but aren't always aware of how the teacher did it.

Distinguished-level performance is very high performance and, indeed, some teachers (particularly with some groups of students) may never attain it consistently. As some educators have phrased it, "Distinguished-level performance is a good place to visit, but don't expect to live there." The student component is important, because with some groups of students it is a daunting challenge to create a community of learners. It may take all year to make much progress at all. But the Distinguished level remains a goal for all teachers, regardless of how challenging it may be in any particular set of circumstances.

As a summary of the levels of performance, a swimming metaphor is helpful. The teacher at the Unsatisfactory level could be compared to a non-swimmer who has been thrown in deep water and is drowning. The swimmer, who can manage the dog paddle, but nothing else, is similar to the teacher performing at the Basic level; the swimmer can get across the lake but may be swamped if any waves come up. A swimmer with command of a number of different strokes, and the knowledge of when to use which, is similar to a teacher performing at the Proficient level. And a competitive swimmer, who is perfecting her strokes, or a swimmer teacher, would be the equivalent of the teacher performing at the Distinguished level.