

Domain I : Planning and Preparation

ELEMENT	Ineffective	Minimally Effective	Effective	Highly Effective
1a: Knowledge of Content & Pedagogy	Teacher makes content errors or is not aware of content errors students make.	Teacher is familiar with the content. Teacher does not make connections within the content areas or with other disciplines.	Teacher displays solid content knowledge. Teacher makes connections within the content area and with other disciplines.	Teacher displays extensive content knowledge and how concepts relate to one another, other disciplines and the world beyond school. Teacher displays evidence of continuing pursuit of such knowledge.
1b: Knowledge of Students	Teacher is unfamiliar with students' learning styles, skills and knowledge, cultural heritage, or characteristics of age group and does not seek such understanding.	Teacher is knowledgeable about students' learning styles, skills and cultural heritage, or characteristics of age group.	Teacher establishes relationships with students such that lesson design is responsive to their learning styles, skills, knowledge, cultural heritage or characteristics of age group.	Teacher establishes meaningful relationships and uses, where appropriate, knowledge of individual student's learning style, skills and cultural heritage to make instruction personal for each child.
1c: Learning Experiences (Setting Instructional Outcomes)	Learning experiences are not suitable to students or instructional goals and are not designed to engage students in active intellectual activity.	Only some activities are suitable to students or instructional goals. Some experiences represent a moderate cognitive challenge but with no differentiation for students.	Most of the learning activities are suitable to students and instructional goals. Most experiences represent a significant cognitive challenge including application and analysis with some differentiation for individual student learning. There is evidence of appropriate use of technology and instructional groups are varied as appropriate.	Learning activities are highly relevant to students and instructional goals. They engage students in high-level cognitive activity including synthesis, evaluation, and creation and are differentiated. There is evidence of appropriate use of technology and adaptive student material. Promotes a culture of thinking. Encourages personal learning to take place.
1d: Knowledge of Resources	Teacher is unaware of resources available for student learning.	Teacher displays limited awareness of resources available and utilizes some resources effectively.	Teacher integrates a range of current resources in a variety of medium (online, print, etc) effectively.	Teacher's knowledge of resources for classroom, pedagogy and students is extensive. The teacher consistently pursues new and engaging resources to enhance instruction and utilizes these resources effectively. Teacher's connection to resources extends beyond the school community to professional organizations, university partnerships, etc.
1e: Organization of Content (Designing Coherent Instruction)	The lesson or unit has no clearly defined structure. Activities do not follow an organized progression. Pacing and sequencing is unrealistic or not evident.	The lesson or unit has a recognizable structure however; progression of activities is somewhat unorganized with uneven pacing and sequencing.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is organized, with reasonable pacing and sequencing.	The lesson or unit structure is clear and allows for different pathways according to diverse student needs. Student choice is a core element of the lesson or unit's structure. Organization of curriculum clears space for depth. The progression of activities is expertly organized so that pacing and sequence maximizes learning.
1f: Learning Goals (Designing Student Assessments)	Goals are unclear, unsuitable, or stated as student activities. Goals do not permit viable methods of assessment or are not related to curriculum frameworks and standards. Outcomes represent low expectations for students.	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment or are not related to curriculum frameworks and standards. Outcomes represent moderately high expectations and some rigor for students.	All of the goals are clear but may include a few activities. Most permit viable methods of assessment and relate to curriculum frameworks and standards. Most outcomes represent rigorous learning within the discipline.	All the goals are clear, written in the form of student learning, permit viable methods of assessment and relate to curriculum frameworks and standards. All outcomes represent meaningful connected learning both within and between disciplines.

Domain II: The Classroom Environment				
ELEMENT	Ineffective	Minimally Effective	Effective	Highly Effective
2a: Creates an Environment of Respect and Rapport	Teacher interactions with some students are negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Student interactions are categorized by conflict, sarcasm, or put downs. Teacher does not address disrespectful or inappropriate behavior.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher and peers. Teacher attempts to respond to disrespectful or inappropriate behavior with uneven results.	Teacher-student interactions are friendly and demonstrate general warmth, caring and respect. Interactions are appropriate to developmental and cultural norms. Students exhibit polite and respectful behavior toward teacher and peers. Teacher addresses disrespectful behavior and establishes a comfortable environment.	Teacher demonstrates genuine caring and respect for individual students. Students are encouraged to take risks in their learning and trust their teacher. Students demonstrate genuine caring for one another and work together in a safe and comfortable environment.
2b: Establishes a Culture for Learning	Instructional goals, activities, interactions, and the classroom environment convey low or negative expectations for student achievement. The classroom culture is characterized by a lack of teacher or student commitment to learning or little/no investment of student energy into the task at hand. Meaningful work is not expected or valued.	Instructional goals, activities, interactions, and the classroom environment convey inconsistent or minimal expectations for student achievement. The classroom culture is characterized by little commitment to learning by teachers 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.	Instructional goals, activities, interactions, and the classroom environment convey high expectations for most students. The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The teacher conveys that with effort students can be successful. Students understand their role as learners and consistently expend effort to learn.	Instructional goals, activities, interactions, and the classroom environment convey high expectations for the learning of all students. Students have internalized these expectations. 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 meaningful work. Students assume responsibility for high quality work by initiating improvements, making revisions, adding detail, and or helping peers.
2c: Manages Instructional Time (Managing Classroom Procedures)	Considerable instructional time is lost or used inefficiently.	Some instructional time is lost; classroom routines are inconsistent and only partially effective.	Loss of instructional time is minimal with classroom routines in place.	Classroom routines are seamless, with students assuming considerable responsibility for efficient operation. Instructional time is maximized.
2d: Manages Student Behavior	Teacher is unaware of, or does not monitor, student behavior. No standards of conduct appear to have been established resulting in a significant loss of instructional time and productivity. Teacher does not attempt to communicate behavior concerns to guardian(s).	Standards of conduct appear to have been established but their implementation is inconsistent. Teacher has made passive attempts to contact guardian(s).	Teacher is aware of student behavior at all times. Standards of conduct are clear to all students and fairly enforced. Transitions occur smoothly with little loss of instructional time. Teacher has actively involved guardian(s) to encourage positive student behavior.	Teacher monitoring is subtle and proactive. Standards of conduct are clear, and students monitor their own and their peers' behavior. Transitions are seamless. Teacher communicates regularly with guardian(s) to establish a support network between school and home.
2e: Addresses Student and Parent Concerns (unique to Bloomfield Hills)	Teacher fails to address problem or concern. Teacher fails to alert building administration of concern. Teacher demonstrates resistance and occupies a defensive stance when working with parent or student.	Teacher fails to address problem or concern in a timely manner. Teacher takes a passive role in developing an action plan. Teacher implements plan of action provided by building administrator	Teacher addresses problem or concern as it arises. Teacher seeks guidance from colleagues and/or administrator and participates in the development of an action plan. Teacher willingly implements action plan and adapts as necessary.	Teacher anticipates problem or concern and alerts all pertinent parties. The teacher presents a plan of action and successfully brings about resolution.

Domain III: Instruction and Assessment

ELEMENT	Ineffective	Minimally Effective	Effective	Highly Effective
3a: Communicates Instructional Purpose with Students	The instructional purpose of the lesson is unclear to students and directions and procedures are confusing.	Teacher attempts to explain the instructional purpose but only has limited success. Directions and procedures need clarification after initial student confusion.	Teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning and explains procedures and directions clearly.	Teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.
3b: Implements Questioning and Discussion Strategies	Teacher's questions are of low cognitive challenge, require single correct responses, or are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher questions lead students through a single path of inquiry, with answers seemingly determined in advance. Teacher makes some attempt through questioning to engage students in a thoughtful and productive discussion, results are inconsistent.	Although teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Through effective questioning strategies, classroom interaction is engaging and represents productive student centered discussion; teaching shifts to facilitation.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students engage in substantive conversation and assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. Students are challenged to frame problems and construct their own solutions.
3c: Engages Students in Learning *District Instructional Goal*	Students are not productively engaged in learning. The learning tasks and activities, materials, resources, instructional groups, and technology are poorly aligned with the instructional outcomes or require only rote responses.	Tasks are partially organized and only some students are productively engaged in learning. The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.	Tasks are organized and most students are engaged at all times. The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.	Students work independently and collaboratively and are productively engaged at all times. Students assume responsibility for their productivity. Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher.
3d: Designs Effective Assessment Tasks (Using Assessment in Instruction)	Teacher only uses summative assessment tasks with no choice or opportunity for student individuality. Students are not aware of the criteria and performance standards by which their work will be evaluated.	Teacher predominantly relies on summative tasks with few opportunities for students to demonstrate learning through formative assessments. Students are made aware of some of the criteria or performance standards by which their work will be evaluated.	Teacher provides a balance of summative and formative assessment opportunities that allow for student choice. Students are fully aware of the criteria and performance standards by which they will be evaluated.	Teacher engages students in the design of a wide variety of formative and summative assessment tasks. Students have choice in task and flexibility to demonstrate their learning through a myriad of opportunities. Students contribute to the development of the criteria and performance standards by which they will be evaluated.
3e: Monitors & Adjusts Instruction	Teacher does not monitor student learning. Teacher adheres rigidly to an instructional plan, even when a change is clearly needed. Teacher either gives up or blames the student or the student's home environment for the student's lack of success.	Teacher monitors student progress at a cursory level and does not elicit any diagnostic information. Teacher attempts to adjust a lesson, with mixed results. Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw from.	Teacher monitors groups of students and collects data for diagnostic use in adjusting instruction. Teacher is able to make subtle adjustments to lessons that smoothly transition all students toward the learning goal. Teacher persists in seeking approaches for students who have difficulty learning, drawing from a broad repertoire of strategies.	Teacher actively and systemically elicits diagnostic information from individual students regarding their understanding and monitors the progress of each individual student. Teacher is able to fully adjust a lesson when needed to successfully engage all learners. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.
3f: Uses Assessment Data Appropriately (unique to Bloomfield Hills)	For the purpose of instructional feedback, assessment data is rarely used to inform instruction and the extent to which students are making progress toward achievement goals.	Assessment data is sometimes used to inform instruction and to promote progress toward achievement goals for students.	The teacher often uses assessment data to influence instructional practices in the classroom. Instruction is adjusted to accommodate student learning gaps.	Continuous monitoring and inclusion of assessment data is regularly used to inform instructional decisions. The teacher makes instructional decisions that promote student growth and addresses students' learning gaps.

<p>3g: Provides Feedback to Students (unique to Bloomfield Hills)</p>	<p>Feedback is not provided, is untimely, or is of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Feedback is inconsistent in quality and timeliness. Comments are not useful for student growth. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p>	<p>Quality feedback is consistently provided in a timely manner. Comments are encouraging and focus on student growth. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, and assessments are used to diagnose evidence of learning.</p>	<p>Quality feedback is consistently provided in a timely manner. Teacher engages with students to make personal use of the feedback that results in student growth. Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is evidence that they have contributed to, the assessment criteria.</p>
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Domain IV: Professional Responsibilities and Relevant Special Training

ELEMENT	Ineffective	Minimally Effective	Effective	Highly Effective
4a: Reflects on Instruction and Assessment (formerly in Domain 3)	Teacher does not know if a lesson was effective and has no suggestions for how a lesson may be improved.	Teacher has a general impression of a lesson's effectiveness, the extent to which instructional outcomes were met, and makes general suggestions about how a lesson may be improved.	Teacher uses student data to assess a lesson's effectiveness, the extent to which instructional outcomes were achieved and can make a few specific suggestions for future lessons.	Teacher uses student data to assess a lesson's effectiveness, and the extent to which instructional outcomes were achieved, citing appropriate examples and offering numerous specific suggestions for improvement on future lessons.
4b: Maintains Accurate Records	Teacher has no system for maintaining information on student progress, or the system is in disarray.	Teacher's system for maintaining information on student progress is rudimentary, partially effective, and at times, inaccurate.	Teacher's system for maintaining information on student progress is mostly effective and generally accurate.	Teacher's system for maintaining information on student progress is fully effective and accurate.
4c: Communicates Student Progress (Communicating with Families)	Teacher provides minimal information to parents and does not respond, or responds insensitively, to concerns about students. Student concerns are not addressed.	Teacher adheres to the school's required procedures for communicating progress to parents. Teacher responses to concerns are minimal. Teacher does not communicate student concerns with the Building Instructional Team (BIT).	Teacher communicates students' progress to parents on a regular basis and is available as needed to respond to concerns. Teacher communicates student concerns to the Building Instructional Team (BIT).	Teacher provides information frequently to parents on both positive and negative aspects of student progress. Responses to concerns are handled professionally. Teacher works with Building Instructional Team (BIT) to make sure that student concerns are addressed.
4d: Participates in School and District Projects (Participating in the Professional Community)	Teacher avoids becoming involved in district projects.	Teacher participates in school and district projects when specifically asked to do so.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.
4e: Relevant Special Training (Growing and Developing Professionally)	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in required professional activities to a limited extent.	Teacher actively participates in and contributes to required professional development to enhance content knowledge. Teacher shares knowledge with colleagues and seeks opportunities for additional PD beyond what is required.	Teacher pursues innovation, makes a systematic attempt to apply learning to the classroom, and shares information with colleagues. Teacher integrates training into teaching in a successful and meaningful way. Teacher is focused on continual growth well beyond required PD.
4f: Demonstrates Integrity and Ethical Conduct (Showing Professionalism)	Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher displays dishonesty, insensitivity to student needs, decisions based on self-serving interests and/or does not comply with school and district regulations.	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 displays high standards of honesty, integrity and confidentiality when needed. Teacher is cooperative and in compliance with district regulations and initiatives. Teacher actively participates in a culture of professional inquiry.	Teacher can be counted on to model highest standards of honesty and integrity and is proactive in challenging negative attitudes or practices that do not serve the best interest of students or the district. Teacher takes a leadership role in promoting a culture of professional inquiry.

Student Growth				
ELEMENT	<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
Collects Evidence of Student Growth	Content and methods of assessment lack congruence with instructional goals and contain no clear criteria or standards. No evidence of student growth.	Some of the instructional goals are assessed, but they are either not clear or have not been clearly communicated to students. Limited evidence of student growth.	Most of the instructional goals are nominally assessed, clear, and communicated to students. Demonstration and evidence of significant student growth.	All of the instructional goals are assessed, in both content and process, and students are aware of how they are meeting the established standards (uses RTI, multiple measures, ongoing, formative).
Engages ALL Students in Individual Growth	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.