



MARZANO Research Laboratory

The **Marzano** Teacher Evaluation Scales

Prepared by
Marzano Research Laboratory

*The four domains of the
Marzano Teacher Evaluation Scales*

Classroom Strategies
and Behaviors

Planning and Preparing

Reflecting on Teaching

Collegiality and
Professionalism

Domain 1

Classroom Strategies and Behaviors

Lesson Segments Involving Routine Events

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. Providing Clear Learning Goals and Scales (Rubrics)					
The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.			<u>Notes</u>		
Teacher Evidence <input type="checkbox"/> Teacher has a learning goal posted so that all students can see it. <input type="checkbox"/> The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment. <input type="checkbox"/> Teacher makes reference to the learning goal throughout the lesson. <input type="checkbox"/> Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it. <input type="checkbox"/> Teacher makes reference to the scale or rubric throughout the lesson.			Student Evidence <input type="checkbox"/> When asked, students can explain the learning goal for the lesson. <input type="checkbox"/> When asked, students can explain how their current activities relate to the learning goal. <input type="checkbox"/> When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric.		
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Providing clear learning goals and scales (rubrics)	Adapts and creates new strategies for unique student needs and situations	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students' understanding of the learning goal and the levels of performance	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

2. Tracking Student Progress

The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.

Notes

Teacher Evidence

- Teacher helps students track their individual progress on the learning goal.
- Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal.
- Teacher charts the progress of the entire class on the learning goal.

Student Evidence

- When asked, students can describe their status relative to the learning goal using the scale or rubric.
- Students systematically update their status on the learning goal.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Tracking student progress	Adapts and creates new strategies for unique student needs and situations	Facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which students understand their level of performance	Facilitates tracking of student progress using a formative approach to assessment	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

3. Celebrating Success

The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.

Notes

Teacher Evidence

- Teacher acknowledges students who have achieved a certain score on the scale or rubric.
- Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal.
- Teacher acknowledges and celebrates the final status and progress of the entire class.
- Teacher uses a variety of ways to celebrate success, such as:
 - Show of hands
 - Certification of success
 - Parent notification
 - Round of applause

Student Evidence

- Students show signs of pride regarding their accomplishments in the class.
- When asked, students say they want to continue to make progress.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Celebrating success	Adapts and creates new strategies for unique student needs and situations	Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status	Provides students with recognition of their current status and their knowledge gain relative to the learning goal	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

Design Question #6: What will I do to establish and maintain classroom rules and procedures?

4. Establishing Classroom Rules and Procedures					
Teacher reviews expectations regarding rules and procedures to ensure their effective execution.			<u>Notes</u>		
Teacher Evidence <input type="checkbox"/> Teacher involves students in designing classroom routines. <input type="checkbox"/> Teacher uses classroom meetings to review rules and procedures. <input type="checkbox"/> Teacher reminds students of rules and procedures. <input type="checkbox"/> Teacher asks students to restate or explain rules and procedures. <input type="checkbox"/> Teacher provides cues or signals when a rule or procedure should be used.			Student Evidence <input type="checkbox"/> Students follow clear routines during class. <input type="checkbox"/> When asked, students can describe established rules and procedures. <input type="checkbox"/> When asked, students describe the classroom as an orderly place. <input type="checkbox"/> Students recognize cues and signals by the teacher. <input type="checkbox"/> Students regulate their own behavior.		
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Establishing classroom routines	Adapts and creates new strategies for unique student needs and situations	Establishes and reviews expectations regarding rules and procedures and monitors the extent to which students understand the rules and procedures	Establishes and reviews expectations regarding rules and procedures	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

5. Organizing the Physical Layout of the Classroom

The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.

Notes

Teacher Evidence

- The physical layout of the classroom has clear traffic patterns.
- The physical layout of the classroom provides easy access to material and centers.
- The classroom is decorated in a way that enhances student learning, such as:
 - Bulletin boards relate to current content
 - Students work is displayed.

Student Evidence

- Students move easily about the classroom.
- Students make use of materials and learning centers.
- Students attend to examples of their work that are displayed.
- Students attend to information on the bulletin boards.
- Students can easily focus on instruction.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Organizing the physical layout of the classroom	Adapts and creates new strategies for unique student needs and situations	Organizes the physical layout of the classroom to facilitate movement and focus on learning and monitors the impact of the environment on student learning	Organizes the physical layout of the classroom to facilitate movement and focus on learning	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

Lesson Segments Addressing Content

Design Question #2: What will I do to help students effectively interact with new knowledge?

1. Identifying Critical Information					
<p>The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.</p>	<p><u>Notes</u></p>				
<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher begins the lesson by explaining why upcoming content is important. <input type="checkbox"/> Teacher tells students to get ready for some important information. <input type="checkbox"/> Teacher cues the importance of upcoming information in some indirect fashion, such as: <ul style="list-style-type: none"> • Tone of voice • Body position • Level of excitement. 	<p>Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> When asked, students can describe the level of importance of the information addressed in class. <input type="checkbox"/> When asked, students can explain why the content is important to pay attention to. <input type="checkbox"/> Students visibly adjust their level of engagement. 				
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Identifying critical information	Adapts and creates new strategies for unique student needs and situations	Signals to students which content is critical versus non-critical and monitors the extent to which students are attending to critical information	Signals to students which content is critical versus non-critical	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

2. Organizing Students to Interact with New Knowledge

The teacher organizes students into small groups to facilitate the processing of new information.

Notes

Teacher Evidence

- Teacher has established routines for student grouping and student interaction in groups.
- Teacher organizes students into ad hoc groups for the lesson, including:
 - Diads
 - Triads
 - Small groups up to about 5

Student Evidence

- Students move to groups in an orderly fashion.
- Students appear to understand expectations about appropriate behavior in groups.
 - Respect opinions of others
 - Add their perspective to discussions
 - Ask and answer questions

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Organizing students to interact with new knowledge	Adapts and creates new strategies for unique student needs and situations	Organizes students into small groups to facilitate the processing of new knowledge and monitors group processing	Organizes students into small groups to facilitate the processing of new knowledge	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

3. Previewing New Content

The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.

Notes

Teacher Evidence

- Teacher uses preview question before reading.
- Teacher uses K-W-L strategy or variation of it.
- Teacher asks or reminds students what they already know about the topic.
- Teacher provides an advanced organizer
 - Outline
 - Graphic organizer.
- Teacher has students brainstorm.
- Teacher uses anticipation guide.
- Teacher uses motivational hook/launching activity
 - Anecdotes
 - Short selection from video.
- Teacher uses word splash activity to connect vocabulary to upcoming content.

Student Evidence

- When asked, students can explain linkages with prior knowledge.
- When asked, students make predictions about upcoming content.
- When asked, students can provide a purpose for what they are about to learn.
- Students actively engage in previewing activities.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Previewing new content	Adapts and creates new strategies for unique student needs and situation	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed and monitors the extent to which students are making linkages	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

4. Chunking Content into “Digestible Bites”

Based on student needs, the teacher breaks the content into small chunks (i.e., digestible bites) of information that can be easily processed by students.

Notes

Teacher Evidence

- Teacher stops at strategic points in a verbal presentation.
- While playing a video tape, the teacher turns the tape off at key junctures.
- While providing a demonstration, the teacher stops at strategic points.
- While students are reading information or stories orally as a class, the teacher stops at strategic points.

Student Evidence

- When asked, students can explain why the teacher is stopping at various points.
- Students appear to know what is expected of them when the teacher stops at strategic points.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Chunking content into digestible bites	Adapts and creates new strategies for unique student needs and situations	Breaks input experiences into small chunks based on student needs and monitors the extent to which chunks are appropriate	Breaks input experiences into small chunks based on student needs	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

5. Processing New Information

During breaks in the presentation of content, the teacher engages students in actively processing new information.

Notes

Teacher Evidence

- Teacher has group members summarize new information.
- Teacher employs formal group processing strategies, such as:
 - Jigsaw
 - Reciprocal teaching
 - Concept attainment

Student Evidence

- When asked, students can explain what they have just learned.
- Students volunteer predictions.
- Students voluntarily ask clarification questions.
- Groups are actively discussing the content
 - Group members ask each other and answer questions about the information.
 - Group members make predictions about what they expect next.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Processing new information	Adapts and creates new strategies for unique student needs and situations	Engages students in summarizing, predicting, and questioning activities and monitors the extent to which the activities enhance students' understanding	Engages students in summarizing, predicting, and questioning activities	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

6. Elaborating on New Information

The teacher asks question or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.

Notes

Teacher Evidence

- Teacher asks explicit questions that require students to make elaborative inferences about the content.
- Teacher asks students to explain and defend their inferences.
- Teacher presents situations or problems that require inferences.

Student Evidence

- Students volunteer answers to inferential questions.
- Students provide explanations and “proofs” for inferences.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Elaborating on new information	Adapts and creates new strategies for unique student needs and situation.	Engages students in answering inferential questions and monitors the extent to which students elaborate on what was explicitly taught	Engages students in answering inferential questions	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

7. Recording and Representing Knowledge

The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

Notes

Teacher Evidence

- Teacher asks students to summarize the information they have learned.
- Teacher asks students to generate notes that identify critical information in the content.
- Teacher asks students to create nonlinguistic representations for new content , such as:
 - Graphic organizers
 - Pictures
 - Pictographs
 - Flow charts
- Teacher asks students to create mnemonics that organize the content.

Student Evidence

- Students' summaries and notes include critical content.
- Students' nonlinguistic representations include critical content.
- When asked, students can explain main points of the lesson.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Recording and representing knowledge	Adapts and creates new strategies for unique student needs and situations	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways and monitors the extent to which this enhances students' understanding	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

8. Reflecting on Learning

The teacher engages students in activities that help them reflect on their learning and the learning process.

Notes

Teacher Evidence

- Teacher asks students to state or record what they are clear about and what they are confused about.
- Teacher asks students to state or record how hard they tried.
- Teacher asks students to state or record what they might have done to enhance their learning.

Student Evidence

- When asked, students can explain what they are clear about and what they are confused about.
- When asked, students can describe how hard they tried.
- When asked, students can explain what they could have done to enhance their learning.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Reflecting on learning	Adapts and creates new strategies for unique student needs and situations	Engages students in reflecting on their own learning and the learning process and monitors the extent to which students self-assess their understanding and effort	Engages students in reflecting on their own learning and the learning process	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

Design Question #3: What will I do to help students practice and deepen their understanding of new knowledge?

9. Reviewing Content					
The teacher engages students in a brief review of content that highlights the critical information.			<u>Notes</u>		
Teacher Evidence <input type="checkbox"/> Teacher begins the lesson with a brief review of content. <input type="checkbox"/> Teacher uses specific strategies to review information <ul style="list-style-type: none"> • Summary • Problem that must be solved using previous information • Questions that require a review of content • Demonstration • Brief practice test or exercise. 			Student Evidence <input type="checkbox"/> When asked, students can describe the previous content on which new lesson is based. <input type="checkbox"/> Student responses to class activities indicate that they recall previous content.		
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Reviewing content	Adapts and creates new strategies for unique student needs and situations	Engages students in a brief review of content that highlights the critical information and monitors the extent to which students can recall and describe previous content	Engages students in a brief review of content that highlights the critical information	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

10. Organizing Students to Practice and Deepen Knowledge

The teacher uses grouping in ways that facilitate practicing and deepening knowledge.

Notes

Teacher Evidence

- Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content.
- Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process.

Student Evidence

- When asked, students explain how the group work supports their learning.
- While in groups students interact in explicit ways to deepen their knowledge of informational content or practice a skill, strategy, or process
 - Asking each other questions
 - Obtaining feedback from their peers.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Organizing students to practice and deepen knowledge	Adapts and creates new strategies for unique student needs and situation	Organizes students into groups to practice and deepen their knowledge and monitors the extent to which the group work extends their learning	Organizes students into groups to practice and deepen their knowledge	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

11. Using Homework

When appropriate (as opposed to routinely) the teacher designs homework to deepen students' knowledge of informational content or practice a skill, strategy, or process.

Notes

Teacher Evidence

- Teacher communicates a clear purpose for homework.
- Teacher extends an activity that was begun in class to provide students with more time.
- Teacher assigns a well-crafted homework assignment that allows students to practice and deepen their knowledge independently.

Student Evidence

- When asked, students can describe how the homework assignment will deepen their understanding of informational content or help them practice a skill, strategy, or process.
- Students ask clarifying questions of the homework that help them understand its purpose.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Using homework	Adapts and creates new strategies for unique student needs and situations	When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of information or practice a skill, strategy, or process and monitors the extent to which students understand the homework	When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of information or practice a skill, strategy, or process	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

12. Examining Similarities and Differences

When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.

Notes

Teacher Evidence

- Teacher engages students in activities that require students to examine similarities and differences between content.
 - Comparison activities
 - Classifying activities
 - Analogy activities
 - Metaphor activities
- Teacher facilitates the use of these activities to help students deepen their understanding of content.
 - Ask students to summarize what they have learned from the activity
 - Ask students to explain how the activity has added to their understanding

Student Evidence

- Student artifacts indicate that their knowledge has been extended as a result of the activity.
- When asked about the activity, student responses indicate that they have deepened their understanding.
- When asked, students can explain similarities and differences.
- Student artifacts indicate that they can identify similarities and differences.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Examining similarities and differences	Adapts and creates new strategies for unique student needs and situations	When content is informational, engages students in activities that require them to examine similarities and differences and monitors the extent to which the students are deepening their knowledge	When content is informational engages students in activities that require them to examine similarities and differences	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

13. Examining Errors in Reasoning

When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.

Notes

Teacher Evidence

- Teacher asks students to examine information for errors or informal fallacies, including:
 - Faulty logic
 - Attacks
 - Weak reference
 - Misinformation
- Teacher asks students to examine the strength of support presented for a claim.
 - Statement of a clear claim
 - Evidence for the claim presented
 - Qualifiers presented showing exceptions to the claim

Student Evidence

- When asked, students can describe errors or informal fallacies in information.
- When asked, students can explain the overall structure of an argument presented to support a claim.
- Student artifacts indicate that they can identify errors in reasoning.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Examining errors in reasoning	Adapts and creates new strategies for unique student needs and situations	When content is informational engages students in activities that require them to examine their own reasoning or the logic of information as presented to them and monitors the extent to which students are deepening their knowledge	When content is informational engages students in activities that require them to examine their own reasoning or the logic of information as presented to them	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

14. Practicing Skills, Strategies, and Processes

When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.

Notes

Teacher Evidence

- Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process.
- Guided practice if students cannot perform the skill, strategy, or process independently
 - Independent practice if students can perform the skill, strategy, or process independently

Student Evidence

- Students perform the skill, strategy, or process with increased confidence.
- Students perform the skill, strategy, or process with increased competence.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Practicing skills, strategies, and processes	Adapts and creates new strategies for unique student needs and situations	When content involves a skill, strategy, or process engages students in practice activities and monitors the extent to which the practice is increasing student fluency	When content involves a skill, strategy, or process, engages students in practice activities	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

15. Revising Knowledge

The teacher engages students in revision of previous knowledge about content addressed in previous lessons.

Notes

Teacher Evidence

- Teacher asks students to examine previous entries in their academic notebooks or notes.
- The teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content.
- Teacher has students explain how their understanding has changed.

Student Evidence

- Students make corrections to information previously recorded about content.
- When asked, students can explain previous errors or misconceptions they had about content.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Revising knowledge	Adapts and creates new strategies for unique student needs and situations	Engages students in revision of previous content and monitors the extent to which these revisions deepen students' understanding	Engages students in revision of previous content	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

Design Question #4: What will I do to help students generate and test hypotheses about new knowledge?

16. Organizing Students for Cognitively Complex Tasks					
The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.			<u>Notes</u>		
Teacher Evidence <input type="checkbox"/> Teacher establishes the need to generate and test hypotheses. <input type="checkbox"/> Teacher organizes students into groups to generate and test hypotheses.			Student Evidence <input type="checkbox"/> When asked, students describe the importance of generating and testing hypotheses about content. <input type="checkbox"/> When asked, students explain how groups support their learning. <input type="checkbox"/> Students use group activities to help them generate and test hypotheses.		
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Organizing students for cognitively complex tasks	Adapts and creates new strategies for unique student needs and situations	Organizes students into groups to facilitate working on cognitively complex tasks and monitors the extent to which group processes facilitate generating and testing hypotheses	Organizes students into groups to facilitate working on cognitively complex tasks	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

17. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

The teacher engages students in complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.

Notes

Teacher Evidence

- Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to generate and test hypotheses.
- Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses.

Student Evidence

- Students are clearly working on tasks that require them to generate and test hypotheses.
- When asked, students can explain the hypothesis they are testing.
- When asked, students can explain whether their hypothesis was confirmed or disconfirmed.
- Student artifacts indicate that they can engage in decision making, problem solving, experiential inquiry, or investigation.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Engaging students in cognitively complex tasks involving hypothesis generation and testing	Adapts and creates new strategies for unique student needs and situations	Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) and monitors the extent to which students are generating and testing hypotheses	Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation)	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

18. Providing Resources and Guidance

The teacher acts as resource provider and guide as students engage in cognitively complex tasks.

Notes

Teacher Evidence

- Teacher makes himself/herself available to students who need guidance or resources.
 - Circulates around the room
 - Provides easy access to himself/herself
- Teacher interacts with students during the class to determine their needs for hypothesis generating and testing tasks.
- Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students.

Student Evidence

- Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks.
- When asked, students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Providing resources and guidance	Adapts and creates new strategies for unique student needs and situations	Acts as a guide and resource provider as students engage in cognitively complex tasks and monitors the extent to which students request and use guidance and resources	Acts as a guide and resource provider as students engage in cognitively complex tasks	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

Lesson Segments Enacted on the Spot

Design Question #5: What will I do to engage students?

1. Noticing When Students Are Not Engaged					
The teacher scans the room making note of when students are not engaged and takes overt action.			<u>Notes</u>		
Teacher Evidence <input type="checkbox"/> Teacher notices when specific students or groups of students are not engaged. <input type="checkbox"/> Teacher notices when the energy level in the room is low. <input type="checkbox"/> Teacher takes action to re-engage students.			Student Evidence <input type="checkbox"/> Students appear aware of the fact that the teacher is taking note of their level of engagement. <input type="checkbox"/> Students try to increase their level of engagement when prompted. <input type="checkbox"/> When asked, students explain that the teacher expects high levels of engagement.		
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Noticing when students are not engaged	Adapts and creates new strategies for unique student needs and situations	Scans the room makes note of when students are not engaged, and takes action, and monitors the extent to which students re-engage	Scans the room, makes note of when students are not engaged, and takes action	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

2. Using Academic Games

The teacher uses academic games and inconsequential competition to maintain student engagement.

Notes

Teacher Evidence

- Teacher uses structured games such as Jeopardy, family feud, and the like.
- Teacher develops impromptu games such as making a game out of which answer might be correct for a given question.
- Teacher uses friendly competition along with classroom games.

Student Evidence

- Students engage in the games with some enthusiasm.
- When asked, students can explain how the games keep their interest and help them learn or remember content.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Using academic games	Adapts and creates new strategies for unique student needs and situations	Uses academic games and inconsequential competition to maintain student engagement and monitors the extent to which students focus on the academic content of the game	Uses academic games and inconsequential competition to maintain student engagement	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

3. Managing Response Rates

The teacher uses response rates techniques to maintain student engagement in questions.

Notes

Teacher Evidence

- Teacher uses wait time.
- Teacher uses response cards.
- Teacher has students use hand signals to respond to questions.
- Teacher uses choral response.
- Teacher uses technology to keep track of students' responses.
- Teacher uses response chaining.

Student Evidence

- Multiple students or the entire class responds to questions posed by the teacher.
- When asked, students can describe their thinking about specific questions posed by the teacher.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Managing response rates	Adapts and creates new strategies for unique student needs and situations	Uses response rate techniques to maintain student engagement in questions and monitors the extent to which the techniques keep students engaged	Uses response rate techniques to maintain student engagement in questions	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

4. Using Physical Movement

The teacher uses physical movement to maintain student engagement.

Notes

Teacher Evidence

- Teacher has students stand up and stretch or related activities when their energy is low.
- Teacher uses activities that require students to physically move to respond to questions, such as:
 - Vote with your feet
 - Go to the part of the room that represents the answer you agree with
- Teacher has students physically act out or model content to increase energy and engagement.
- Teacher use give-one-get-one activities that require students to move about the room.

Student Evidence

- Students engage in the physical activities designed by the teacher.
- When asked, students can explain how the physical movement keeps their interest and helps them learn.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Using physical movement	Adapts and creates new strategies for unique student needs and situations	Uses physical movement to maintain student engagement and monitors the extent to which these activities enhance student engagement	Uses physical movement to maintain student engagement	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

5. Maintaining a Lively Pace

The teacher uses pacing techniques to maintain students' engagement.

Notes

Teacher Evidence

- Teacher employs crisp transitions from one activity to another.
- Teacher alters pace appropriately (i.e. speeds up and slows down).

Student Evidence

- Students quickly adapt to transitions and re-engage when a new activity is begun.
- When asked about the pace of the class, students describe it as not too fast or not too slow.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Maintaining a lively pace	Adapts and creates new strategies for unique student needs and situations	Uses pacing techniques to maintain students' engagement and monitors the extent to which these techniques keep students engaged	Uses pacing techniques to maintain students' engagement	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

6. Demonstrating Intensity and Enthusiasm

The teacher demonstrates intensity and enthusiasm for the content in a variety of ways.

Notes

Teacher Evidence

- Teacher describes personal experiences that relate to the content.
- Teacher signals excitement for content by:
 - Physical gestures
 - Voice tone
 - Dramatization of information
- Teacher overtly adjusts energy level.

Student Evidence

- When asked, students say that the teacher "likes the content" and "likes teaching."
- Students' attention levels increase when the teacher demonstrates enthusiasm and intensity for the content.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Demonstrating intensity and enthusiasm	Adapts and creates new strategies for unique student needs and situations	Demonstrates intensity and enthusiasm for the content in a variety of ways and monitors the extent to which students' engagement increases	Demonstrates intensity and enthusiasm for the content in a variety of ways	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

7. Using Friendly Controversy

The teacher uses friendly controversy techniques to maintain student engagement.

Notes

Teacher Evidence

- Teacher structures mini-debates about the content.
- Teacher has students examine multiple perspectives and opinions about the content.
- Teacher elicits different opinions on content from members of the class.

Student Evidence

- Students engage in friendly controversy activities with enhanced engagement.
- When asked, students describe friendly controversy activities as “stimulating,” “fun,” and so on.
- When asked, students explain how a friendly controversy activity helped them better understand the content.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Using friendly controversy	Adapts and creates new strategies for unique student needs and situations	Uses friendly controversy techniques to maintain student engagement and monitors the effect on students' engagement	Uses friendly controversy techniques to maintain student engagement	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

8. Providing Opportunities for Students to Talk about Themselves

The teacher provides students with opportunities to relate what is being addressed in class to their personal interests.

Notes

Teacher Evidence

- Teacher is aware of student interests and makes connections between these interests and class content.
- Teacher structures activities that ask students to make connections between the content and their personal interests.
- When students are explaining how content relates to their personal interests, the teacher appears encouraging and interested.

Student Evidence

- Students engage in activities that require them to make connections between their personal interests and the content.
- When asked, students explain how making connections between content and their personal interests engages them and helps them better understand the content.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Providing opportunities for students to talk about themselves	Adapts and creates new strategies for unique student needs and situations	Provides students with opportunities to relate what is being addressed in class to their personal interests and monitors the extent to which these activities enhance student engagement	Provides students with opportunities to relate what is being addressed in class to their personal interests	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

9. Presenting Unusual or Intriguing Information

The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement.

Notes

Teacher Evidence

- Teacher systematically provides interesting facts and details about the content.
- Teacher encourages students to identify interesting information about the content.
- Teacher engages students in activities like “Believe it or not” about the content.
- Teacher uses guest speakers to provide unusual information about the content.
- Teacher tells stories that are related to the content.

Student Evidence

- Students' attention increases when unusual information is presented about the content.
- When asked, students explain how the unusual information makes them more interested in the content.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Presenting unusual or intriguing information	Adapts and creates new strategies for unique student needs and situations	Uses unusual or intriguing information about the content and monitors the extent to which this information enhances students' interest in the content	Uses unusual or intriguing information about the content	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

Design Question #7: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?

10. Demonstrating “Withitness”					
The teacher uses behaviors associated with “withitness” to maintain adherence to rules and procedures.			<u>Notes</u>		
Teacher Evidence <input type="checkbox"/> Teacher physically occupies all quadrants of the room. <input type="checkbox"/> Teacher scans the entire room making eye contact with all students. <input type="checkbox"/> Teacher recognizes potential sources of disruption and deals with them immediately. <input type="checkbox"/> Teacher proactively addresses inflammatory situations.			Student Evidence <input type="checkbox"/> Students recognize that the teacher is aware of their behavior. <input type="checkbox"/> When asked, students describe the teacher as “aware of what is going on” or “has eyes on the back of his/her head.”		
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Demonstrating “withitness”	Adapts and creates new strategies for unique student needs and situations	Uses behaviors associated with “withitness” and monitors the effect on students’ behavior	Uses behaviors associated with “withitness”	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

11. Applying Consequences for Lack of Adherence to Rules and Procedures

The teacher consistently and fairly applies consequences for not following rules and procedures.

Notes

Teacher Evidence

- Teacher provides nonverbal signals when students' behavior is not appropriate, including:
 - Eye contact
 - Proximity
 - Tap on the desk
 - Shaking head "No"
- Teacher provides verbal signals when students' behavior is not appropriate.
 - Tells students to stop
 - Tells students that their behavior is in violation of a rule or procedure
- Teacher uses group contingency consequences when appropriate (i.e., whole group must demonstrate a specific behavior).
- Teacher involves the home when appropriate (i.e., makes a call home to parents to help extinguish inappropriate behavior).
- Teacher uses direct cost consequences when appropriate (e.g., student must fix something he or she has broken).

Student Evidence

- Students cease inappropriate behavior when signaled by the teacher.
- Students accept consequences as part of the way class is conducted.
- When asked, students describe the teacher as fair in application of rules.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Applying consequences for lack of adherence to rules and procedures	Adapts and creates new strategies for unique student needs and situations	Consistently and fairly applies consequences for not following rules and monitors the extent to which rules and procedures are followed	Consistently and fairly applies consequences for not following rules and procedures	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

12. Acknowledging Adherence to Rules and Procedures

The teacher consistently and fairly acknowledges adherence to rules and procedures.

Notes

Teacher Evidence

- Teacher provides nonverbal signals that a rule or procedure has been followed:
 - Smile
 - Nod of head
 - High five
- Teacher gives verbal cues that a rule or procedure has been followed:
 - Thanks students for following a rule or procedure
 - Describes student behaviors that adhere to rule or procedure
- Teacher notifies the home when a rule or procedure has been followed.
- Teacher uses tangible recognition when a rule or procedure has been :
 - Certificate of merit
 - Token economies

Student Evidence

- Students appear appreciative of the teacher acknowledging their positive behavior.
- When asked, students describe teacher as appreciative of their good behavior.
- The number of students adhering to rules and procedure increases.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Acknowledging adherence to rules and procedures	Adapts and creates new strategies for unique student needs and situations	Consistently and fairly acknowledges adherence to rules and procedures and monitors the extent to which new actions affect students' behavior	Consistently and fairly acknowledges adherence to rules and procedures	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

Design Question #8: What will I do to establish and maintain effective relationships with students?

13. Understanding Students' Interests and Backgrounds					
The teacher uses students' interests and backgrounds to produce a climate of acceptance and community.			<u>Notes</u>		
Teacher Evidence <input type="checkbox"/> Teacher has side discussions with students about events in their lives. <input type="checkbox"/> Teacher has discussions with students about topics in which they are interested. <input type="checkbox"/> Teacher builds students' interests into lessons.			Student Evidence <input type="checkbox"/> When asked, students describe the teacher as someone who knows them and/or is interested in them. <input type="checkbox"/> Students respond when teacher demonstrates understanding of their interests and backgrounds. <input type="checkbox"/> When asked, students say they feel accepted.		
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Understanding students' interests and backgrounds	Adapts and creates new strategies for unique student needs and situations	Uses students' interests and backgrounds during interactions with students and monitors the sense of community in the classroom	Uses students' interests and backgrounds during interactions with students	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

14. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

When appropriate the teacher uses verbal and nonverbal behavior that indicates caring for students.

Notes

Teacher Evidence

- Teacher compliments students regarding academic and personal accomplishments.
- Teacher engages in informal conversations with students that are not related to academics.
- Teacher uses humor with students when appropriate.
- Teacher smiles, nods, etc., at students when appropriate
- Teacher puts hand on students' shoulders when appropriate.

Student Evidence

- When asked, students describe teacher as someone who cares for them.
- Students respond to teacher's verbal interactions.
- Students respond to teacher's nonverbal interactions.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Using verbal and nonverbal behaviors that indicate caring for students	Adapts and creates new strategies for unique student needs and situations	Uses verbal and nonverbal behaviors that indicate caring for students and monitors the quality of relationships in the classroom	Uses verbal and nonverbal behaviors that indicate caring for students	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

15. Displaying Objectivity and Control

The teacher behaves in an objective and controlled manner.

Notes

Teacher Evidence

- Teacher does not exhibit extremes in positive or negative emotions.
- Teacher addresses inflammatory issues and events in a calm and controlled manner.
- Teacher interacts with all students in the same calm and controlled fashion.
- Teacher does not demonstrate personal offense at student misbehavior.

Student Evidence

- Students are settled by the teacher's calm demeanor.
- When asked, the students describe the teacher as in control of himself/herself and in control of the class.
- When asked, students say that the teacher does not hold grudges or take things personally.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Displaying emotional objectivity and control	Adapts and creates new strategies for unique student needs and situations	Behaves in an objective and controlled manner and monitors the effect on the classroom climate	Behaves in an objective and controlled manner	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

Design Question #9: What will I do to communicate high expectations for all students?

16. Demonstrating Value and Respect for Low-Expectancy Students					
The teacher exhibits behaviors that demonstrate value and respect for low-expectancy students.		<u>Notes</u>			
<p>Teacher Evidence</p> <p><input type="checkbox"/> When asked, the teacher can identify the students for whom there have been low expectations and the various ways in which these students have been treated differently from high-expectancy students.</p> <p><input type="checkbox"/> The teacher provides low-expectancy with nonverbal indications that they are valued and respected:</p> <ul style="list-style-type: none"> • Makes eye contact • Smiles • Makes appropriate physical contact <p><input type="checkbox"/> The teacher proves low-expectancy students with verbal indications that they are valued and respected:</p> <ul style="list-style-type: none"> • Playful dialogue • Addressing students in a manner they view as respectful <p><input type="checkbox"/> Teacher does not allow negative comments about low-expectancy students.</p>		<p>Student Evidence</p> <p><input type="checkbox"/> When asked, students say that the teacher cares for all students.</p> <p><input type="checkbox"/> Students treat each other with respect.</p>			
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Communicating value and respect for low-expectancy students	Adapts and creates new strategies for unique student needs and situations	Exhibits behaviors that demonstrate value and respect for low-expectancy students and monitors the impact on low-expectancy students	Exhibits behaviors that demonstrate value and respect for low-expectancy students	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

17. Asking Questions of Low-Expectancy Students

The teacher asks questions of low-expectancy students with the same frequency and depth as with high-expectancy students.

Notes

Teacher Evidence

- Teacher makes sure low-expectancy students are asked questions at the same rate as high-expectancy students.
- Teacher makes sure low-expectancy students are asked complex questions at the same rate as high-expectancy students.

Student Evidence

- When asked, students say the teacher expects everyone to participate.
- When asked, students say the teacher asks difficult questions of everyone.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Asking questions of low-expectancy students	Adapts and creates new strategies for unique student needs and situations	Asks questions of low-expectancy students with the same frequency and depth as with high-expectancy students and monitors the quality of participation of low-expectancy students	Asks questions of low-expectancy students with the same frequency and depth as with high-expectancy students	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

18. Probing Incorrect Answers with Low-Expectancy Students

The teacher probes incorrect answers of low-expectancy students in the same manner as with high-expectancy students.

Notes

Teacher Evidence

- Teacher asks low-expectancy students to further explain their answers when they are incorrect.
- Teacher rephrases questions for low-expectancy students when they provide an incorrect answer.
- Teacher breaks a question into smaller and simpler parts when a low-expectancy student answers a question incorrectly.
- When low-expectancy students demonstrate frustration, the teacher allows them to collect their thoughts but goes back to them at a later point in time.

Student Evidence

- When asked, students say that the teacher won't "let you off the hook."
- When asked, students say that the teacher "won't give up on you."
- When asked, students say the teacher helps them answer questions successfully.

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Probing incorrect answers by low-expectancy students	Adapts and creates new strategies for unique student needs and situations	Probes incorrect answers of low-expectancy students in the same manner as with high-expectancy students and monitors the level and quality responses of low-expectancy students	Probes incorrect answers of low-expectancy students in the same manner as with high-expectancy students	Uses strategy incorrectly or with parts missing	Strategy called for but not exhibited

Domain 2

Planning and Preparing

Planning and Preparing for Lessons and Units

1. Planning and Preparing for Effective Scaffolding of Information Within Lessons				
The teacher prepares and plans for effective scaffolding of information within lessons.			<u>Notes</u>	
Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)
The teacher is a recognized leader in helping others with this activity.	Within lessons the teacher organizes content in such a way that each new piece of information clearly builds on the previous piece.	The teacher scaffolds the information but the relationship between elements is not made clear.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

2. Planning and Preparing for Lessons Within a Unit That Progress Toward a Deep Understanding and Transfer of Content				
The teacher prepares and plans for lessons within a unit that progress toward a deep understanding and transfer of content.			<u>Notes</u>	
Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)
The teacher is a recognized leader in helping others with this activity.	The teacher organizes lessons within a unit so that students move from an understanding to applying the content through authentic tasks.	The teacher organizes lessons within a unit so that students move from surface to deeper understanding of content but does not require students to apply the content in authentic ways.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

3. Planning and Preparing for Appropriate Attention to Established Content Standards

The teacher prepares and plans for appropriate attention to established content standards.		<u>Notes</u>		
Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)
The teacher is a recognized leader in helping others with this activity.	The teacher ensures that lessons and units include the important content identified by the district and the manner in which that content should be sequenced	The teacher ensures that lessons and units include the important content identified by the district but does not address the proper sequencing of content.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

Planning and Preparing for Use of Materials and Technology

1. Planning and Preparing for the Use of Available Traditional Materials for Upcoming Units and Lessons

The teacher prepares and plans for the use of available traditional materials for upcoming units and lessons.		<u>Notes</u>		
Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)
The teacher is a recognized leader in helping others with this activity.	The teacher identifies the available traditional materials that can enhance student understanding and the manner in which they will be used.	The teacher identifies the available traditional materials that can enhance student understanding but does not identify the manner in which they will be used.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

2. Planning and Preparing for the Use of Available Technologies, such as: Interactive Whiteboards, Response Systems, and Computers.

The teacher prepares and plans for the use of available technologies, such as: interactive whiteboards, response systems, and computers.		<u>Notes</u>		
Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)
The teacher is a recognized leader in helping others with this activity.	The teacher identifies the available technologies that can enhance student understanding and the manner in which they will be used.	The teacher identifies the available technologies that can enhance student understanding but does not identify the manner in which they will be used.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

Planning and Preparing for Special Needs of Students

1. Planning and Preparing for the Needs of English Language Learners (ELLs)				
The teacher prepares and plans for the needs of English language learners (ELLs)			<u>Notes</u>	
Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)
The teacher is a recognized leader in helping others with this activity.	The teacher identifies the needs of English language learners and the adaptations that will be made to meet these needs.	The teacher identifies the needs of English language learners but does not articulate the adaptations that will be made to meet these needs.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

2. Planning and Preparing for the Needs Special Education Students				
The teacher prepares and plans for the needs of special education students.			<u>Notes</u>	
Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)
The teacher is a recognized leader in helping others with this activity.	The teacher identifies the needs of special education students and the adaptations that will be made to meet these needs.	The teacher identifies the needs of special education students but does not articulate the adaptations that will be made to meet these needs.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

3. Planning and Preparing for the Needs of Students Who Come from Home Environments That Offer Little Support for Schooling				
The teacher prepares and plans for the needs of students who come from home environments that offer little support for schooling.			<u>Notes</u>	
Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)
The teacher is a recognized leader in helping others with this activity.	The teacher identifies the needs of students who come from home environments that do not support learning and the adaptations that will be made to meet these needs.	The teacher identifies the needs of student who come from home environments that do not support learning but does not articulate the adaptations that will be made to meet these needs.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

Domain 3

Reflecting on Teaching

Evaluating Personal Performance

1. Identifying Specific Areas of Pedagogical Strength and Weakness Within Domain 1				
The teacher identifies specific areas of pedagogical strength and weakness within Domain 1.			<u>Notes</u>	
Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)
The teacher is a recognized leader in helping others with this activity.	The teacher identifies specific strategies and behaviors on which to improve from routine lesson segments, content lesson segments, and segments that are enacted on the spot.	The teacher identifies specific strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for his or her development.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

2. Evaluating the Effectiveness of Individual Lessons and Units				
The teacher evaluates the effectiveness of individual lessons and units.			<u>Notes</u>	
Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)
The teacher is a recognized leader in helping others with this activity.	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement and identifies causes of success or failure.	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement but does not accurately identify causes of success or failure.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

3. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors Across Different Categories of Students

The teacher evaluates the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups, etc.).

Notes

Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)
The teacher is a recognized leader in helping others with this activity.	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students and identifies the reasons for discrepancies.	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students but does not accurately identify the reasons for discrepancies.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

Developing and Implementing a Professional Growth and Development Plan

1. Developing a Written Growth and Development Plan

The teacher develops a written growth and development plan.

Notes

Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)
The teacher is a recognized leader in helping others with this activity.	The teacher develops a written professional growth and development plan with milestones and timelines.	The teacher develops a written professional growth and development plan but does not articulate clear milestones and timelines.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

2. Monitoring progress relative to the professional growth and development plan

The teacher monitors progress relative to the professional growth and development plan.

Notes

Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)
The teacher is a recognized leader in helping others with this activity.	The teacher charts his/her progress on the professional growth and development plan using established milestones and timelines and makes adaptations as needed.	The teacher charts his/her progress on the professional growth and development plan using established milestones and timelines but does not make adaptations as needed.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

Domain 4

Collegiality and Professionalism

Promoting a Positive Environment

1. Promoting Positive Interactions About Colleagues				
The teacher promotes positive interactions about colleagues.			<u>Notes</u>	
Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)
The teacher is a recognized leader in helping others with this activity.	The teacher interacts with other teachers in a positive manner and helps extinguish negative conversations about other teacher.	The teacher interacts with other teachers in a positive manner but does not help extinguish negative conversations about other teachers.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

2. Promoting Positive Interactions About Students and Parents				
The teacher promotes positive interactions about students and parents.			<u>Notes</u>	
Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)
The teacher is a recognized leader in helping others with this activity.	The teacher interacts with students and parents in a positive manner and helps extinguish negative conversations about students and parents.	The teacher interacts with students and parents in a positive manner but does not help extinguish negative conversations about students and parents.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

Promoting Exchange of Ideas and Strategies

1. Seeking Mentorship for Areas of Need or Interest				
The teacher seeks mentorship for areas of need or interest.			<u>Notes</u>	
Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)
The teacher is a recognized leader in helping others with this activity.	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and behaviors.	The teacher seeks help and mentorship from colleagues but not at a specific enough level to enhance his/her pedagogical skill.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

2. Mentoring Other Teachers and Sharing Ideas and Strategies				
The teacher seeks mentorship for areas of need or interest.			<u>Notes</u>	
Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)
The teacher is a recognized leader in helping others with this activity.	The teacher provides other teachers with help and input regarding classroom strategies and behaviors.	The teacher provides other teachers with help and input regarding classroom strategies and behaviors but not at a specific enough level to enhance their pedagogical skill.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

Promoting District and School Development

1. Adhering to District and School Rules and Procedures				
The teacher adheres to district and school rules and procedures.			<u>Notes</u>	
Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)
The teacher is a recognized leader in helping others with this activity.	The teacher is aware of district and school rules and procedures and adheres to them.	The teacher is aware of district and school rules and procedures but does not adhere to all of these rules and procedures.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

2. Participating in district and school initiatives				
The teacher participates in district and school initiatives.			<u>Notes</u>	
Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)
The teacher is a recognized leader in helping others with this activity.	The teacher is aware of the district's and school's initiatives and participates in them in accordance with his/her talents and availability.	The teacher is aware of the district's and school's initiatives but does not participate in them in accordance with his/her talents and availability.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.