

2004 PDAS Revision

Scoring Criteria Guide



PROFESSIONAL
DEVELOPMENT and
APPRAISAL SYSTEM

SCORING CRITERIA GUIDE

Performance at the “Proficient” Level is based upon documentary evidence, as appropriate.

Documentary evidence may be collected over the entire appraisal period.

Performance at the “Proficient” Level **MAY** be inferred for a criterion if 80% of the criteria in the Domain **ARE** documented at the “Proficient” or Exceeds Expectation Level and **NO** criteria are documented at Below Expectations or Unsatisfactory.

Domain I: Active, Successful Student Participation in the Learning Process			
I-1. Students are actively engaged in learning.			
Things To Consider			
<ul style="list-style-type: none"> • Students are focused on the learning objective during the academic learning time. • Evidence of alignment of activities with the learning objective. 			
Quality: Engagement in the learning produces student success. Look for the level of engagement as determined by the strength, impact, variety, and alignment of the activities with the learning objective.			
Quantity: Focus on the number of students actively engaged in the learning at regular intervals.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> Students are consistently engaged and successful in learning that has great depth and complexity.	<u>QUALITY</u> Students are engaged and successful in learning.	<u>QUALITY</u> Students are occasionally successful in learning.	<u>QUALITY</u> Students are rarely/never successful in learning.
Student engagement is consistently self-directed/intrinsically motivated.	Student engagement is self-directed/intrinsically motivated.	Student engagement is occasionally self-directed/intrinsically motivated. Student engagement is frequently a result of mechanical manipulation or coercion by the teacher.	Student engagement is rarely/never self-directed/intrinsically motivated. Student engagement is almost always/always a result of mechanical manipulation or coercion by the teacher.
Students consistently take reasonable risks in responding, extending, questioning, and/or producing products.	Student engagement is self-directed/intrinsically motivated.	Student engagement is occasionally self-directed/intrinsically motivated. Student engagement is frequently a result of mechanical manipulation or coercion by the teacher.	Student engagement is rarely/never self-directed/intrinsically motivated. Student engagement is almost always/always a result of mechanical manipulation or coercion by the teacher.
Students are consistently engaged in connecting/applying learning to other disciplines, their own lives, and/or issues in the world beyond the classroom.	Student engagement is self-directed/intrinsically motivated.	Student engagement is occasionally self-directed/intrinsically motivated. Student engagement is frequently a result of mechanical manipulation or coercion by the teacher.	Student engagement is rarely/never self-directed/intrinsically motivated. Student engagement is almost always/always a result of mechanical manipulation or coercion by the teacher.
Multiple instructional strategies aligned with the learning objectives are used to engage learning.	Instructional strategies are aligned with the learning objectives.	Instructional strategies are frequently driven by academic content and/or activities rather than by learning objectives.	Instructional strategies are almost always/always driven by academic content and/or activities rather than by learning objectives.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> Students are active learners.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> Students are active learners.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> Students are active learners.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> Students are active learners.
Students are focused on learning objectives that are at an appropriate level of difficulty.	Students are focused on learning objectives that are at an appropriate level of difficulty.	Students are focused on learning objectives that are at an appropriate level of difficulty.	Students are focused on learning objective that are at an appropriate level of difficulty.
Instructional strategies/activities reflect the unique needs/characteristics of students.	Instructional strategies/activities reflect the unique needs/characteristics of students.	Instructional strategies reflect the unique needs/characteristics of students.	Instructional strategies reflect the unique needs/characteristics of students.

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Domain I: Active, Successful Student Participation in the Learning Process			
I-2. Students are successful in learning.			
Things To Consider			
<ul style="list-style-type: none"> • Students demonstrate success with the stated, implied or written learning objectives. • Assessment is aligned with the stated, implied or written learning objectives. 			
Quality: Assessment criteria and standards are clear and have been communicated to the student. Look at the level of success of students through strength, impact, variety and alignment of the assessment with the content and instruction.			
Quantity: Focus on the number of students that are assessed. Focus on the number of students that are successful in the learning.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> Students are consistently successful in learning. Learning objectives have great depth and complexity.	<u>QUALITY</u> Students are successful in learning. Learning objectives have some depth and complexity.	<u>QUALITY</u> Students are occasionally successful in learning. Learning objectives are frequently at low levels of complexity.	<u>QUALITY</u> Students are rarely/never successful in learning. Learning objectives are almost always/always at low levels of complexity.
Student engagement and success are consistently self-directed/intrinsically motivated.	Student engagement and success are self-directed/intrinsically motivated.	Students are occasionally successful in learning.	Students are rarely/never successful in learning.
Students consistently take reasonable risks in responding, extending, questioning, and/or producing products.	Students take reasonable risks in responding, extending, questioning, and/or producing products.	Students are occasionally successful in learning.	Students are rarely/never successful in learning.
Students are consistently successful in connecting/applying learning to other disciplines, their own lives, and/or issues in the world beyond the classroom. Students are consistently assessed on learning that is aligned with the learning objectives.	Students are successful in connecting/applying learning within the discipline. Students are assessed on learning that is aligned with the learning objectives.	Students are occasionally successful in learning. Assessment strategies are frequently driven by academic content and/or activities rather than by learning objectives.	Students are rarely/never successful in learning. Assessment strategies are almost always/always driven by academic content and/or activities rather than by learning objectives.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> Students are successful in reaching the learning objectives.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> Students are successful in reaching the learning objectives.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> Students are successful in reaching the learning objectives.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> Students are successful in reaching the learning objectives.
Assessment strategies consistently reflect the unique needs/characteristics of students.	Assessment strategies reflect the unique needs/characteristics of students.	Assessment strategies reflect the unique needs/characteristics of students.	Assessment strategies reflect the unique needs/characteristics of students.

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Domain I: Active, Successful Student Participation in the Learning Process			
I-3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.).			
Things To Consider			
<ul style="list-style-type: none"> • Students are involved in learning activities at the application level or higher on Bloom's Taxonomy. • Learning activities produce a logical and innovative approach, or a solution to a problem or concern. 			
Quality: Look at the level of thinking to determine the strength, impact, variety and alignment of the learning activity. Learning activities are at the application level or higher on Bloom's Taxonomy when appropriate to the learning objective. Students are challenged by the instruction.			
Quantity: Focus on the number of students involved in learning activities at the application level or higher on Bloom's Taxonomy, when appropriate to the learning objective.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
QUALITY Students are consistently successful in learning that has depth, complexity and links to a conceptual foundation.	QUALITY Students are successful in the learning objectives that are at an appropriate level of difficulty.	QUALITY Students are occasionally successful in the learning objectives that are at an appropriate level of difficulty.	QUALITY Students are rarely/never successful in the learning objectives that are at an appropriate level of difficulty.
Students consistently take reasonable risks in responding, extending, questioning, and/or producing products that reflect the application level or higher on Blooms' Taxonomy.	Students take reasonable risks in responding, extending, questioning, and/or producing products that reflect the application level or higher on Blooms' Taxonomy.	Students are occasionally successful in the learning objectives that are at an appropriate level of difficulty.	Students are rarely/never successful in the learning objectives that are at an appropriate level of difficulty.
Students are consistently engaged in connecting/applying learning to other disciplines, their own lives, and/or issues in the world beyond the classroom.	Students are engaged in connecting/applying learning within the discipline.	Students are occasionally engaged in connecting/applying learning within the discipline.	Students are rarely/never engaged in connecting/applying learning within the discipline.
QUANTITY <u>ALMOST ALL OF THE TIME (90%-100%)</u> Students are focused on complex and challenging learning objectives.	QUANTITY <u>MOST OF THE TIME (80-89%)</u> Students are focused on challenging learning objectives.	QUANTITY <u>SOME OF THE TIME (50-79%)</u> Students are focused on challenging objectives.	QUANTITY <u>LESS THAN HALF OF THE TIME (0-49%)</u> Students are focused on challenging objectives.
Students are engaged in instructional activities that are driven by high level learning objectives.	Students are engaged in instructional activities that are driven by high level learning objectives.	Students are engaged in instructional activities that are driven by high level learning objectives.	Students are engaged in instructional activities that are driven by high level learning objectives.

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Domain I: Active, Successful Student Participation in the Learning Process			
I-4. Students are self-directed/self-initiated as appropriate to the lesson objectives.			
Things To Consider			
<ul style="list-style-type: none"> • Students create or extend a skill, knowledge or concept connected to the learning objective. • Students initiate or adapt activities and projects to enhance understanding. • Students demonstrate task commitment. Quality: Focus on appropriateness of content for self-directed/self-initiated opportunities. Quantity: Focus on the number of students that are appropriately self-directed/self-initiated.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> Students are consistently successful in extending the learning, appropriately questioning the teacher and/or peers and/or producing products using appropriate self-directed/self-initiated activities.	<u>QUALITY</u> Students are successful in appropriate self-directed/self-initiated activities.	<u>QUALITY</u> Students are occasionally successful in appropriate self-directed/self-initiated activities.	<u>QUALITY</u> Students are rarely/never successful in appropriate self-directed/self-initiated activities.
Students are consistently successful in finding their own strategies for connecting/applying learning to other disciplines, their own lives, and/or issues in the world beyond the classroom.	Students are successful in finding their own strategies for connecting/applying learning.	Students are occasionally successful in appropriate self-directed/self-initiated activities. Most instruction is teacher directed.	Students are rarely/never successful in appropriate self-directed/self-initiated activities. Most instruction is teacher directed.
The teacher uses a variety of motivational and instructional strategies to promote student responsibility/investment in appropriate self-directed/self-initiated activities.	The teacher uses motivational and instructional strategies to promote student responsibility/investment in appropriate self-directed/self-initiated activities.	The teacher occasionally uses motivational and instructional strategies to promote student responsibility/investment in appropriate self-directed/self-initiated activities.	The teacher rarely/never uses motivational and instructional strategies to promote student responsibility/investment in appropriate self-directed/self-initiated activities.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90%-100%)</u> Students are engaged in appropriate self-directed/self-initiated activities.	<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (80-89%)</u> Students are engaged in appropriate self-directed/self-initiated activities.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> Students are engaged in appropriate self-directed/self-initiated activities.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> Students are engaged in appropriate self-directed/self-initiated activities.

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Domain I: Active, Successful Student Participation in the Learning Process			
I-5. Students connecting learning to work and life applications, both within the discipline, and with other disciplines.			
Things To Consider			
<ul style="list-style-type: none"> • Students demonstrate a connection of the learning to work and life applications. • Students demonstrate a connection of the learning to prior/future learning within the discipline. • Students demonstrate a connection of the learning with other disciplines. 			
Quality: Look for strength, impact, variety, and alignment of the connection with the learning objective.			
Quantity: Focus on the number of students that can demonstrate a connection of the learning to work and life applications, both within the discipline, and with other disciplines.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> Depth and complexity of learning are consistently characterized by successful student connection of the learning with prior/future learning within the discipline, with other disciplines, with students’ interests/experiences, with issues beyond the classroom.	<u>QUALITY</u> Depth and complexity of learning are characterized by successful student connection of the learning with prior/future learning within the discipline.	<u>QUALITY</u> Students are occasionally successful in learning.	<u>QUALITY</u> Students are rarely/never successful in learning.
Student responsibility/investment in complex learning is consistent.	Student responsibility/investment in learning is present.	Students are occasionally successful in learning.	Students are rarely/never successful in learning.
Students consistently take reasonable risks in responding, extending, questioning, and/or producing products.	Students take reasonable risks in responding, extending, questioning, and/or producing products.	Students are occasionally successful in learning.	Students are rarely/never successful in learning.
Students are consistently engaged in producing high quality products, which connect learning with prior/future learning within the discipline, with other disciplines, with students’ interests/experiences, with issues beyond the classroom.	Students are engaged in producing quality products, which connect learning with prior/future learning within the discipline.	Students are occasionally successful in learning.	Students are rarely/never successful in learning.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> Students are successful in connecting the learning to work and life applications, both within the discipline and with other disciplines.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> Students are successful in connecting the learning to work and life applications, both within the discipline and with other disciplines.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> Students are successful in connecting the learning to work and life applications, both within the discipline and with other disciplines.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> Students are successful in connecting the learning to work and life applications, both within the discipline and with other disciplines.
Students are engaged in multiple activities to connect the learning to work and life applications, both within the discipline and with other disciplines.	Students are engaged in multiple activities to connect the learning to work and life applications, both within the discipline and with other disciplines.	Students are engaged in multiple activities to connect the learning to work and life applications, both within the discipline and with other disciplines.	Students are engaged in multiple activities to connect the learning to work and life applications, both within the discipline and with other disciplines.

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Domain II: Learner-Centered Instruction			
II-1. Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline.			
Things To Consider			
<ul style="list-style-type: none"> • The learning objective is communicated or implied. • The learning objective addresses a new skill or knowledge. • The learning objective connects to a central theme/concept of the discipline. • The learning objective addresses the TEKS, as appropriate. 			
Quality: Objectives and goals reflect important learning and conceptual understanding. Look for strength, impact, variety, and alignment of the learning objective to a central theme/concept of the discipline.			
Quantity: Objectives and goals reflect needs of all students.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> Students are consistently successful in learning that is constructed around central themes/concepts of the discipline.	<u>QUALITY</u> Students are successful in learning that is constructed around central themes/concepts of the discipline.	<u>QUALITY</u> Students are occasionally successful in learning. Instruction is occasionally constructed around central themes/concepts of the discipline.	<u>QUALITY</u> Students are rarely/never successful in learning. Instruction is rarely/never constructed around central themes/concepts of the discipline.
Students consistently find their own strategies for constructing learning and for connecting/applying learning to other disciplines, their own lives, and/or issues in the world beyond the classroom.	Students find their own strategies for constructing learning and for connecting/applying learning to other disciplines, their own lives, and/or issues in the world beyond the classroom.	Students are occasionally successful in learning. Instruction is occasionally constructed around central themes/concepts of the discipline.	Students are rarely/never successful in learning. Instruction is rarely/never constructed around central themes/concepts of the discipline.
Multiple strategies are consistently used to communicate the specific new learning objectives (skill and/or concept).	Strategies are used to communicate the specific new learning objectives (skill and/or concept).	Strategies are occasionally used to communicate the specific new learning objectives (skill and/or concept).	Strategies are rarely/never are used to communicate the specific new learning objectives (skill and/or concept).
Learning is consistently constructed around concepts that are central themes/concepts in more than one discipline.	Learning is constructed around central themes/concepts of the discipline rather than miscellaneous, unconnected sets of knowledge and/or skills.	Learning is occasionally constructed around central themes/concepts of the discipline; it frequently consists of unconnected sets of knowledge/skills.	Learning is rarely/never constructed around central themes/concepts of the discipline; it almost always/always consists of unconnected sets of knowledge/skills.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> Students are consistently aware of the specific, new learning objectives (skill and/or concept).	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> Students are aware of the specific, new learning objectives (skill and/or concept).	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> Students are occasionally aware of the specific, new learning objectives (skill and/or concept).	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> Students are rarely/never aware of the specific, new learning objectives (skill and/or concept).
Learning objectives are appropriate to the unique needs/characteristics of all students.	Learning objectives are appropriate to the unique needs/characteristics of all students.	Learning objectives are appropriate to the unique needs/characteristics of all students.	Learning objectives are appropriate to the unique needs/characteristics of all students.
New learning is aligned with the TEKS, when appropriate.	New learning is aligned with the TEKS, when appropriate.	New learning is aligned with the TEKS, when appropriate.	New learning is aligned with the TEKS, when appropriate.
Instruction has been collaboratively planned and delivered to insure connection between/among disciplines.	Instruction has been collaboratively planned and delivered to insure connection between/among disciplines.	Instruction has been collaboratively planned and delivered to insure connection between/among disciplines.	Instruction has been collaboratively planned and delivered to insure connection between/among disciplines.

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Domain II: Learner-Centered Instruction			
II-2. Instructional content is learner-centered (e.g., relates to the interests and varied characteristics of students).			
Things To Consider			
<ul style="list-style-type: none"> • Teacher relates instruction to the interests of students. • Teacher relates instruction to the needs of students. • Teacher relates instruction to the varied characteristics of students. 			
Quality: Content is relevant to students and instructional goals. Lesson structure allows for different pathways according to student needs. Look for strength, impact, variety, and alignment of content with the varied characteristics of students.			
Quantity: Look for appropriate connections to all students.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> Students are consistently engaged and successful in the learning.	<u>QUALITY</u> Students are engaged and successful in the learning.	<u>QUALITY</u> Students are occasionally engaged and successful in the learning.	<u>QUALITY</u> Students are rarely/never engaged and successful in the learning.
Students consistently make their own connections between the learning and their unique needs, interests, and/or characteristics.	Students are engaged and successful in the learning.	Students are occasionally engaged and successful in the learning. Students are frequently dependent on the teacher to make connections between their learning and their unique needs.	Students are rarely/never engaged and successful in the learning. Students are almost always/always dependent on the teacher to make connections between their learning and their unique needs.
The teacher consistently uses unique /creative/innovative strategies to relate the learning to the unique needs, interests, and or characteristics of the students.	Students are engaged and successful in the learning.	Students are occasionally engaged and successful in the learning.	Students are rarely/never engaged and successful in the learning.
Instruction provides students with multiple pathways/approaches for new learning that meet their unique needs, interest, and or characteristics.	Students are engaged and successful in the learning.	Students are occasionally engaged and successful in the learning.	Students are rarely/never engaged and successful in the learning.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> Instruction is related/connected with the unique needs, interests, and characteristics of students.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> Instruction is related/connected with the unique needs, interests, and/or characteristics of students.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> Instruction is related/connected with the unique needs, interests, and/or characteristics of students.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> Instruction is related/connected with the unique needs, interests, and/or characteristics of students.

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Domain II: Learner-Centered Instruction			
II-3. Instructional strategies promote critical thinking and problem solving.			
Things To Consider			
<ul style="list-style-type: none"> Content and activities are at the application level or higher on Bloom’s Taxonomy when appropriate to the learning objective. Instructional strategies are research based. Instructional strategies reflect current knowledge and practice within the content area. 			
Quality: Teacher guides students to construct knowledge through experience. Instruction progresses coherently producing success in application of the learning. Look for strength, impact, variety, and alignment of the strategies with the learning objective.			
Quantity: Focus on the number of students performing at the application level or higher on Bloom’s Taxonomy when appropriate to the learning objective.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> Students are consistently successful in critical thinking and problem solving activities (i.e., application level or higher on Bloom’s Taxonomy).	<u>QUALITY</u> Students are successful in critical thinking and problem solving activities (i.e., application level or higher on Bloom’s Taxonomy).	<u>QUALITY</u> Students are occasionally successful in critical thinking and problem solving activities (i.e., application level or higher on Bloom’s Taxonomy).	<u>QUALITY</u> Students are rarely/never successful in critical thinking and problem solving activities (i.e., application level or higher on Bloom’s Taxonomy).
Students are consistently successfully engaged in unique, creative, and/or innovative critical thinking/problem solving activities.	Students are successfully engaged in creative, critical thinking/problem solving activities.	Students are occasionally successfully engaged in critical thinking/problem solving activities. Students are frequently engaged in routine, rote activities.	Students are rarely/never successfully engaged in critical thinking/problem solving activities. Students are almost always/always engaged in routine, rote activities.
Students’ critical thinking/problem solving consistently leads to connections between new learning and prior/future learning, other disciplines, the world of the student, and/or issues in the world beyond the classroom.	Students are successfully engaged in creative, critical thinking/problem solving activities.	Students are occasionally successfully engaged in critical thinking/problem solving activities. Students are frequently engaged in routine, rote activities.	Students are rarely/never successfully engaged in critical thinking/problem solving activities. Students are almost always/always engaged in routine, rote activities.
Students consistently initiate and/or devise their own strategies for critical thinking/problem solving and or devise their own activities. Students consistently construct their own knowledge through inquiry and experience.	Students are successfully engaged in creative, critical thinking/problem solving activities.	Students occasionally initiate and/or devise their own strategies for critical thinking/problem solving and/or devise their own activities. Strategies for critical thinking/problem solving are typically teacher devised and directed.	Students rarely/never initiate and/or devise their own strategies for critical thinking/problem solving and/or devise their own activities. Strategies for critical thinking/problem solving are typically almost always/always teacher devised and directed.
Students are doing the thinking and problem solving and the teacher is acting as a guide.	Students are successfully engaged in creative, critical thinking/problem solving activities.	The teacher frequently does most of the thinking and problem solving and the students are passive recipients.	The teacher almost always/always does most of the thinking and problem solving and the students are passive recipients.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> Students are engaged in critical thinking and problem solving activities (i.e., application level or higher on Bloom’s Taxonomy).	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> Students are engaged in critical thinking and problem solving activities (i.e., application level or higher on Bloom’s Taxonomy).	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> Students are engaged in critical thinking and problem solving activities (i.e., application level or higher on Bloom’s Taxonomy).	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> Students are engaged in critical thinking and problem solving activities (i.e., application level or higher on Bloom’s Taxonomy).
Instructional strategies are research based.	Instructional strategies are research based.	Instructional strategies are research based.	Instructional strategies are research based.
Instructional strategies reflect current knowledge and practice within the content area.	Instructional strategies reflect current knowledge and practice within the content area.	Instructional strategies reflect current knowledge and practice within the content area.	Instructional strategies reflect current knowledge and practice within the content area.

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Domain II: Learner-Centered Instruction			
II-4. Instructional strategies include motivational techniques to successfully and actively engage students in the learning process.			
Things To Consider			
<ul style="list-style-type: none"> • Strategies include elements of motivation, such as, level of concern, interest, knowledge of results, positive classroom climate and acknowledgments. • Instructional strategies are research based. • Instructional strategies reflect current knowledge and practice within the discipline. 			
Quality: Motivational techniques produce active engagement of students in the learning process. Engagement in the learning process produces learning success. Look for strength, impact, variety, and alignment of the motivational techniques and the learning success.			
Quantity: Motivational techniques are used as necessary to engage students and produce learning success.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> Students are consistently successfully engaged in critical thinking and problem solving, connecting new learning to their own lives, to other disciplines, and/or to issues in the world beyond the classroom.	<u>QUALITY</u> Students are successfully engaged in learning objectives that are at an appropriate level of difficulty.	<u>QUALITY</u> Students are occasionally successfully engaged in learning.	<u>QUALITY</u> Students are rarely/never successfully engaged in learning.
Learning objectives are consistently at appropriate levels of complexity.	Learning objectives are at appropriate levels of complexity.	Learning objectives are occasionally at appropriate levels of complexity.	Learning objectives are rarely/never at appropriate levels of complexity.
Student engagement is consistently self-directed/intrinsically motivated.	Student engagement is self-directed/intrinsically motivated.	Students are occasionally successfully engaged in learning. Student engagement is frequently a result of mechanical manipulation or coercion by the teacher.	Students are rarely/never successfully engaged in learning. Student engagement is almost always/always a result of mechanical manipulation or coercion by the teacher.
Students consistently take reasonable risks in responding, extending, appropriately questioning the teacher and/or peers, and/or producing products that represent complex learning.	Students take risks in responding, extending, questioning, and/or producing products.	Students are occasionally successfully engaged in learning.	Students are rarely/never successfully engaged in learning.
Students are consistently engaged in connecting and/or applying learning to other disciplines, their own lives, and/or issues in the world beyond the classroom.	Students are engaged in connecting/applying learning within the discipline.	Students are occasionally engaged in connecting/applying learning within the discipline.	Students are rarely/never engaged in connecting/applying learning within the discipline.
Students are consistently eager and excited about the learning. Students are not reluctant to ask questions and/or ask for assistance when they are having difficulty.	Students are eager and excited about the learning.	Students are occasionally eager or excited about the learning.	Students are rarely/never eager or excited about the learning.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> Motivational techniques are used as necessary to engage students and produce learning success.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> Motivational techniques are used as necessary to engage students and produce learning success.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> Motivational techniques are used as necessary to engage students and produce learning success.	<u>QUANTITY</u> <u>LESS THEN HALF OF THE TIME (0-49%)</u> Motivational techniques are used as necessary to engage students and produce learning success.
Instructional strategies are research based.	Instructional strategies are research based.	Instructional strategies are research based.	Instructional strategies are research based.
Instructional strategies reflect current knowledge and practice within the discipline.	Instructional strategies reflect current knowledge and practice within the discipline.	Instructional strategies reflect current knowledge and practice within the discipline.	Instructional strategies reflect current knowledge and practice within the discipline.

SCORING CRITERIA GUIDE

Performance at the “Proficient” Level is based upon documentary evidence, as appropriate.

Documentary evidence may be collected over the entire appraisal period.

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Domain II: Learner-Centered Instruction			
II-5. Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, and work and life applications, both within the discipline and with other disciplines.			
<p>Things To Consider</p> <ul style="list-style-type: none"> • Instructional strategies are aligned with the lesson objectives. • Instructional strategies are aligned with the activities. • Instructional strategies are aligned with student characteristics. • Instructional strategies are aligned with prior learning. • Instructional strategies are aligned with work and life applications. • Instructional strategies are research based. • Instructional strategies reflect current knowledge and practice within the content area. <p>Quality: Teacher connects critical attributes of the learning, personal lives, work, prior/future learning, content within the discipline, and with other disciplines. Teacher selects and organizes topics so students make connections between what is taught in school and what they experience outside the classroom.</p> <p>Quantity: There is common practice of the alignment of instructional strategies to curriculum objectives.</p>			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<p><u>QUALITY</u> The teacher uses unique, creative, and/or innovative strategies to make multiple connections between the critical attributes of the learning and students’ personal lives, work, prior/future learning, content within the discipline, and/or the content in other disciplines.</p>	<p><u>QUALITY</u> The teacher connects critical attributes of the learning to students’ personal lives, work, and prior/future learning, content within the discipline, and content in other disciplines.</p>	<p><u>QUALITY</u> The teacher occasionally connects critical attributes of the learning to students’ personal lives, work, and prior/future learning, content within the discipline, and content in other disciplines.</p>	<p><u>QUALITY</u> The teacher rarely/never connects learning within the discipline and rarely/never makes connections among the learning and students’ personal lives, work, prior/future learning, content within the discipline, or content in other disciplines.</p>
<p>The teacher consistently selects topics, which are central themes and concepts of the discipline, and organizes academic content to focus it on issues in the world beyond the classroom.</p>	<p>The teacher selects and organizes topics so students make connections between what is taught in school and what they experience outside the classroom.</p>	<p>The teacher occasionally selects and organizes topics so students make connections between what is taught in school and what they experience outside the classroom.</p>	<p>The teacher rarely/never selects and organizes topics so students make connections between what is taught in school and what they experience outside the classroom.</p>
<p>The students successfully make their own and/or multiple connections between what is being learned and other disciplines, their own lives, the world of work, and/or issues in the world beyond the classroom.</p>	<p>The students successfully make connections between what is being taught in school and the world beyond the classroom.</p>	<p>The students occasionally make connections between what is being taught in school and the world beyond the classroom.</p>	<p>The students rarely/never make connections between what is being taught in school and the world beyond the classroom.</p>

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Domain II-5 Continued

<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u>	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u>	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u>	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u>
Instructional strategies are aligned with the lesson objectives.	Instructional strategies are aligned with the lesson objectives.	Instructional strategies are aligned with the lesson objectives.	Instructional strategies are aligned with the lesson objectives.
Instructional strategies are aligned with the activities.	Instructional strategies are aligned with the activities.	Instructional strategies are aligned with the activities.	Instructional strategies are aligned with the activities.
Instructional strategies are aligned with student characteristics.	Instructional strategies are aligned with student characteristics.	Instructional strategies are aligned with student characteristics.	Instructional strategies are aligned with student characteristics.
Instructional strategies are aligned with prior learning.	Instructional strategies are aligned with prior learning.	Instructional strategies are aligned with prior learning.	Instructional strategies are aligned with prior learning.
Instructional strategies are aligned with work and life applications.	Instructional strategies are aligned with work and life applications.	Instructional strategies are aligned with work and life applications.	Instructional strategies are aligned with work and life applications.
Instructional strategies reflect current knowledge and practice within the content area.	Instructional strategies reflect current knowledge and practice within the content area.	Instructional strategies reflect current knowledge and practice within the content area.	Instructional strategies reflect current knowledge and practice within the content area.

SCORING CRITERIA GUIDE

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Domain II: Learner-Centered Instruction			
II-6. The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction.			
Things To Consider			
<ul style="list-style-type: none"> • Teacher varies activities. • Teacher maintains pacing. • Teacher sequences instruction. 			
Quality: Look for appropriateness of activities, pacing and sequence of instruction. Learning activities are relevant to students. Transitions occur without loss of instructional time. Sequence of instruction reflects recent research and/or current knowledge and practice within the content area.			
Quantity: Activities are challenging for most students. Teacher demonstrates a variety of strategies, as appropriate. Focus on the number of students that are successful.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> Students consistently complete transitions and administrative tasks quickly, with little or no direction from the teacher—procedures are in place and students know what they are.	<u>QUALITY</u> Students complete transactions and administrative tasks quickly. Transitions and administrative tasks consume little or no instructional time.	<u>QUALITY</u> Students occasionally complete transactions and administrative tasks quickly. Transitions and/or administrative tasks frequently consume significant amounts of instructional time.	<u>QUALITY</u> Students rarely/never complete transactions and administrative tasks quickly. Transitions and/or administrative tasks almost always/always consume significant amounts of instructional time.
The teacher consistently adjusts and/or allows students to adjust the sequence of activities and/or the pace to meet the individual needs/characteristics of students.	Student engagement and success indicate that the sequence of activities and pace of the lesson are appropriate.	Student engagement and success occasionally indicate that the sequence of activities and pace of the lesson are appropriate. Students frequently disengage from learning and/or are unsuccessful as a result of inappropriate sequence of activities and/or inappropriate pace of the lesson (too fast or too slow).	Student engagement and success rarely/never indicate that the sequence of activities and pace of the lesson are appropriate. Students almost always/always disengage from learning and/or are unsuccessful as a result of inappropriate sequence of activities and/or inappropriate pace of the lesson (too fast or too slow).
The teacher consistently uses interesting, fun, and/or relevant activities so that students are engaged in the learning process.	The teacher uses interesting, fun, and/or relevant activities so that students are engaged in the learning process.	The teacher occasionally uses interesting, fun, and/or relevant activities so that students are occasionally engaged in the learning process. Students are frequently engaged because of teacher manipulation/coercion.	The teacher rarely/never uses interesting, fun, and/or relevant activities so that students are never/almost never engaged in the learning process. Students are almost always/always engaged because of teacher manipulation/coercion.
The teacher is consistently proactive in insuring that prior learning for the new learning is in place.	The teacher is proactive in insuring that prior learning for the new learning is in place.	The teacher frequently moves from one stage of the learning to the next even when many students are not being successful.	The teacher almost always/ always moves from one stage of the learning to the next even when many students are not being successful.
The teacher consistently monitors students’ understanding at every stage of the learning before moving to the next stage.	The teacher monitors students’ understanding at every stage of the learning before moving to the next stage.	The teacher occasionally monitors students’ understanding at every stage of the learning before moving to the next stage.	The teacher rarely/never monitors students’ understanding at every stage of the learning before moving to the next stage.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> Activities are challenging for most students.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> Activities are challenging for most students.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> Activities are challenging for most students.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> Activities are challenging for most students.
Teacher demonstrates a variety of strategies/activities, as appropriate.	Teacher demonstrates a variety of strategies/activities, as appropriate.	Teacher demonstrates a variety of strategies/activities, as appropriate.	Teacher demonstrates a variety of strategies/activities, as appropriate.
Students are successful.	Students are successful.	Students are successful.	Students are successful.

SCORING CRITERIA GUIDE

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Domain II: Learner-Centered Instruction			
II-7. The teacher emphasizes the value and importance of the activity/content.			
Things To Consider			
<ul style="list-style-type: none"> • Teacher stresses value of the activity. • Teacher projects necessity for content into future learning objectives. • Teacher communicates importance of content in the lives of students. 			
Quality: Teacher conveys genuine enthusiasm for the content. Students demonstrate commitment to the value of the activity/content. Look for strength, impact, variety, and alignment of connection to the activity/content.			
Quantity: Focus on the number of students that make the connection to the learning.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
QUALITY Students consistently demonstrate an understanding of the value/importance of the learning.	QUALITY Students demonstrate an understanding of the value/importance of the learning.	QUALITY Students occasionally demonstrate an understanding of the value/importance of the learning.	QUALITY Students rarely/never demonstrate an understanding of the value/importance of the learning.
Students consistently are eager and excited about the activity/content.	Students are eager and excited about the activity/content.	Students are occasionally eager and excited about the activity/content.	Students are rarely/never eager and excited about the activity/content.
The students consistently make their own connections between the new learning and prior learning, future learning, learning in other disciplines, their own lives, and/or the world beyond the classroom.	The students make their own connections between the new learning and prior learning, future learning, learning in other disciplines, their own lives, and/or the world beyond the classroom.	The students are occasionally able to make their own connections between the new learning and prior learning, future learning, learning in other disciplines, their own lives, and/or the world beyond the classroom.	The students are rarely/never able to make their own connections between the new learning and prior learning, future learning, learning in other disciplines, their own lives, and/or the world beyond the classroom.
The teacher consistently uses a variety of creative, unique, and/or innovative strategies to demonstrate the value/importance of the content/activity.	The teacher uses a variety of strategies to demonstrate the value/importance of the content/activity.	The teacher uses strategies to demonstrate the value/importance of the content/activity.	The teacher rarely/never uses strategies to demonstrate the value/importance of the content/activity.
The teacher consistently structures the lesson in such a way that students discover for themselves the value/importance of the content/activity.	The teacher structures the lesson in such a way that students discover for themselves the value/importance of the content/activity.	The teacher occasionally structures the lesson in such a way that students discover for themselves the value/importance of the content/activity.	The teacher rarely/never structures the lesson in such a way that students discover for themselves the value/importance of the content/activity.
Students consistently apply new learning and/or produce products that demonstrate the value/importance of the content/activity.	Students apply new learning and/or produce products that demonstrate the value/importance of the content/activity.	Students occasionally apply new learning and/or produce products that demonstrate the value/importance of the content/activity.	Students rarely/never apply new learning and/or produce products that demonstrate the value/importance of the content/activity.
The teacher consistently communicates genuine excitement and enthusiasm for the content/activity.	The teacher communicates genuine excitement and enthusiasm for the content/activity.	The teacher occasionally communicates genuine excitement and enthusiasm for the content/activity.	The teacher rarely/never communicates genuine excitement and enthusiasm for the content/activity.
QUANTITY ALMOST ALL OF THE TIME (90-100%) The teacher emphasizes the value and importance of the activity/content.	QUANTITY MOST OF THE TIME (80-89%) The teacher emphasizes the value and importance of the activity/content.	QUANTITY SOME OF THE TIME (50-79%) The teacher emphasizes the value and importance of the activity/content.	QUANTITY LESS THAN HALF OF THE TIME (0-49%) The teacher emphasizes the value and importance of the activity/content.
Students make a commitment to the activity/content.	Students make a commitment to the activity/content.	Students make a commitment to the activity/content.	Students make a commitment to the activity/content.

SCORING CRITERIA GUIDE

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Domain II: Learner-Centered Instruction			
II-8. The teacher uses appropriate questioning and inquiry techniques to challenge students.			
Things To Consider			
<ul style="list-style-type: none"> • Teacher uses questioning strategies that challenge. • Teacher uses questioning strategies that engage students. • Teacher varies questioning strategies. 			
Quality: Look for evidence of student progress and/or success. Look for students initiating probes and making appropriate contributions. Look for strength, variety, impact, and alignment of questions with content.			
Quantity: Focus on the number of students sampled.			
Evaluation Criteria			
<u>Exceeds Expectations</u>	<u>Proficient</u>	<u>Below Expectations</u>	<u>Unsatisfactory</u>
<u>QUALITY</u> Students consistently participate in challenging questioning and/or inquiry techniques.	<u>QUALITY</u> Students participate in challenging questioning and/or inquiry techniques.	<u>QUALITY</u> Students occasionally participate in challenging questioning and/or inquiry techniques.	<u>QUALITY</u> Students rarely/never participate in challenging questioning and/or inquiry techniques.
Instruction is consistently student-centered, inquiry-based learning and focuses on students as thinkers and problem-solvers.	Instruction is student-centered, inquiry-based learning and focuses on students as thinkers and problem-solvers.	Instruction is occasionally student-centered, inquiry-based learning and focuses on students as thinkers and problem-solvers.	Instruction is rarely/never student-centered, inquiry-based learning and focuses on students as thinkers and problem-solvers.
Students consistently and successfully initiate extensions of the questions/answers and/or the inquiry process.	The teacher uses appropriate strategies for questioning and/or for guiding an inquiry process.	The teacher occasionally uses appropriate strategies for questioning and/or for guiding an inquiry process.	The teacher rarely/never uses appropriate strategies for questioning and/or for guiding an inquiry process.
Students consistently initiate contributions to the questions/answers and/or the inquiry process.	The teacher uses appropriate strategies for questioning and/or for guiding an inquiry process.	The teacher occasionally uses appropriate strategies for questioning and/or for guiding an inquiry process.	The teacher rarely/never uses appropriate strategies for questioning and/or for guiding an inquiry process.
Students consistently appropriately challenge/question the teacher and/or their peers in the inquiry process.	The teacher uses appropriate strategies for questioning and/or for guiding an inquiry process.	The teacher occasionally uses appropriate strategies for questioning and/or for guiding an inquiry process.	The teacher rarely/never uses appropriate strategies for questioning and/or for guiding an inquiry process.
Students consistently design their own guiding questions/inquiry processes.	The teacher uses appropriate strategies for questioning and/or for guiding an inquiry process.	The teacher occasionally uses appropriate strategies for questioning and/or for guiding an inquiry process.	The teacher rarely/never uses appropriate strategies for questioning and/or for guiding an inquiry process.
The teacher consistently uses a variety of creative, unique, and/or innovative strategies for questioning and/or for guiding an inquiry process.	The teacher uses appropriate strategies for questioning and/or for guiding an inquiry process.	The teacher occasionally uses appropriate strategies for questioning and/or for guiding an inquiry process. The teacher frequently uses rote, dull repetitive strategies for questioning and/or for guiding an inquiry process.	The teacher rarely/never uses appropriate strategies for questioning and/or for guiding an inquiry process. The teacher almost always/always uses rote, dull repetitive strategies for questioning and/or for guiding an inquiry process.
Teacher and/or student questioning/inquiry strategies consistently promote successful critical thinking, problem solving, and connectivity within the discipline, with other disciplines, to the world of the student, and/or to issues in the world beyond the classroom.	Teacher and/or student questioning/inquiry strategies promote successful critical thinking, problem solving, connectivity within the discipline, and connectivity with other disciplines.	The teacher occasionally uses appropriate strategies for questioning and/or for guiding an inquiry process. The teacher frequently uses rote, dull repetitive strategies for questioning and/or for guiding an inquiry process.	The teacher rarely/never uses appropriate strategies for questioning and/or for guiding an inquiry process. The teacher almost always/always uses rote, dull repetitive strategies for questioning and/or for guiding an inquiry process.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> The teacher uses appropriate questioning and inquiry techniques to challenge students.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> The teacher uses appropriate questioning and inquiry techniques to challenge students.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> The teacher uses appropriate questioning and inquiry techniques to challenge students.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> The teacher uses appropriate questioning and inquiry techniques to challenge students.

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Domain II: Learner-Centered Instruction			
II-9. The teacher makes appropriate and effective use of available technology as a part of the instructional process.			
Things To Consider			
<ul style="list-style-type: none"> Technologies (computers, calculators, telecommunication, multimedia, videotape and film, laser disc, CD-ROM, satellite/distance learning, facsimile (fax), modem, scanners, etc.) are used as instructional tools, when available and appropriate. 			
Quality: Technology is suitable to the instructional goal. Technology engages the students mentally. Look for strength, impact, variety, and alignment of instructional process and technology.			
Quantity: Focus on the utilization of technology as an instructional tool.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> The use of available technology is appropriate and aligned with the instructional goals.	<u>QUALITY</u> The use of available technology is appropriate and aligned with the instructional goals.	<u>QUALITY</u> The use of available technology is occasionally appropriate and occasionally aligned with the instructional goals.	<u>QUALITY</u> The use of available technology is rarely/never appropriate and rarely/never aligned with the instructional goals.
Students are highly engaged and enthusiastic as a result of the use of the technology.	Students use available technology.	Students occasionally use available technology.	Students rarely/never use available technology.
Students consistently use technology to: <ul style="list-style-type: none"> promote depth and complexity of learning; connect learning to other disciplines, their own world, and the world beyond the classroom and/or; produce products that represent complex learning. 	Students use technology to: <ul style="list-style-type: none"> promote depth and complexity of learning; connect learning to other disciplines, their own world, and the world beyond the classroom and/or; produce products that represent complex learning. 	Students occasionally use technology. Student use of technology is frequently limited to transmission of rote information and/or for rote drill and practice.	Students rarely/never use technology. Student use of technology is almost always/always limited to transmission of rote information and/or for rote drill and practice.
The teacher consistently utilizes a variety of technology resources when appropriate and available.	The teacher utilizes a variety of technology resources when appropriate and available.	The teacher occasionally utilizes a variety of technology resources when appropriate and available.	The teacher rarely/never utilizes a variety of technology resources when appropriate and available.
The teacher consistently seeks out and secures available and/or new technology.	The teacher seeks out and secures available and/or new technology.	The teacher frequently misses opportunities to secure and use available and/or new technology.	The teacher almost always/always misses opportunities to secure and use available and/or new technology.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> The teacher makes use of available technology as a part of the instructional process.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> The teacher makes use of available technology as a part of the instructional process.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> The teacher makes use of available technology as a part of the instructional process.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> The teacher makes use of available technology as a part of the instructional process.

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Domain III: Evaluation and Feedback on Student Progress			
III-1. Academic progress of students is monitored and assessed.			
Things To Consider			
<ul style="list-style-type: none"> • Teacher monitors student work during guided practice. • Teacher provides for formative assessment prior to independent practice. • Teacher assesses student progress toward learning goals. 			
Quality: Teacher’s system for obtaining, interpreting, and acting on information on student progress is focused on student progress in learning. Look for strength, impact, variety, and alignment of the assessment with the objectives.			
Quantity: Focus on the number of students that are monitored and assessed.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> Teacher’s system for obtaining, interpreting, and acting on information on student progress is consistently focused on short-term and long-term student progress in learning.	<u>QUALITY</u> Teacher’s system for obtaining, interpreting, and acting on information on student progress is focused on student progress in learning.	<u>QUALITY</u> Teacher’s system for obtaining, interpreting, and acting on information on student progress is frequently mechanical and is only occasionally focused on student progress in learning.	<u>QUALITY</u> Teacher’s system for obtaining, interpreting, and acting on information on student progress is almost always/always mechanical and is rarely/never focused on student progress in learning.
Teacher consistently uses a variety of effective, creative, unique, and/or innovative strategies for monitoring, assessing, and/or providing feedback on student progress.	Teacher uses effective strategies for monitoring, and assessing, and/or providing feedback on student progress.	Teacher occasionally uses effective strategies for monitoring, and assessing, and/or providing feedback on student progress.	Teacher rarely/never uses effective strategies for monitoring, and assessing, and/or providing feedback on student progress.
The teacher consistently acts on assessment data before moving from one stage of instruction to the next and to plan new instruction.	The teacher acts on assessment data before moving from one stage of instruction to the next and to plan new instruction.	The teacher moves from one stage of instruction to the next and plans new instruction with limited information regarding student progress.	The teacher moves from one stage of instruction to the next and plans new instruction with little/no information regarding student progress.
The teacher consistently provides positive, specific, and timely feedback, which results in student progress toward learning goals (e.g., students repeating their successes and correcting their mistakes).	The teacher provides positive, specific, and timely feedback, which results in student progress toward learning goals (e.g., students repeating their successes and correcting their mistakes).	The teacher’s feedback to students is occasionally positive, specific, and/or timely; feedback occasionally results in student progress toward learning goals (e.g., students repeating their successes and correcting their mistakes).	The teacher’s feedback to students is rarely/never positive; feedback rarely/never results in student progress toward learning goals (e.g., students repeating their successes and correcting their mistakes).
The teacher consistently uses monitoring and assessment strategies that reflect an understanding of the unique needs and characteristics of students.	The teacher uses monitoring and assessment strategies that reflect an understanding of the unique needs and characteristics of students.	The teacher occasionally uses monitoring and assessment strategies that reflect an understanding of the unique needs and characteristics of students.	The teacher rarely/never uses monitoring and assessment strategies that reflect an understanding of the unique needs and characteristics of students.
The teacher consistently conducts formal/informal formative assessments and consistently acts on that information to adjust learning to promote student learning.	The teacher conducts formal/informal formative assessments and acts on that information to adjust learning to promote student learning.	The teacher occasionally conducts formal/informal formative assessments and occasionally acts on that information to adjust learning to promote student learning.	The teacher rarely/never conducts formal/informal formative assessments and rarely/never acts on that information to adjust learning to promote student learning.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> Academic progress of students is monitored and assessed using both formative and summative assessment.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> Academic progress of students is monitored and assessed using both formative and summative assessment.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> Academic progress of students is monitored and assessed using both formative and summative assessment.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> Academic progress of students is monitored and assessed using both formative and summative assessment.
There is consistent alignment among objectives, instruction, and assessment.	There is consistent alignment among objectives, instruction, and assessment.	There is consistent alignment among objectives, instruction, and assessment.	There is consistent alignment among objectives, instruction, and assessment.

SCORING CRITERIA GUIDE

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Domain III: Evaluation and Feedback on Student Progress			
III-2. Assessment and feedback are aligned with goals and objectives and instructional strategies.			
Things To Consider			
<ul style="list-style-type: none"> • Assessment is directly linked to goals and objectives. • Assessment is directly linked to instructional strategies. • Feedback is directly linked to goals/objectives and instructional strategies. 			
Quality: Look for strength, impact, variety, and alignment of the assessment with the objectives. Feedback is specific to the assessment.			
Quantity: Assessment and feedback are aligned with instructional goals, objectives, and strategies.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> Specific, positive feedback to all students is consistent and results in successful students repeating their success and unsuccessful students recognizing their errors and becoming successful.	<u>QUALITY</u> Positive feedback results in successful students repeating their success and unsuccessful students recognizing their errors and becoming successful.	<u>QUALITY</u> Positive feedback is occasional and/or occasionally results in successful students repeating their success and unsuccessful students recognizing their errors and becoming successful.	<u>QUALITY</u> Positive feedback is rare/absent and/or rarely/never results in successful students repeating their success and unsuccessful students recognizing their errors and becoming successful.
Teacher consistently uses a variety of effective, creative, unique, and/or innovative strategies for monitoring, assessing, and/or providing feedback on student progress.	Teacher uses strategies for monitoring, assessing, and/or providing feedback on student progress.	Teacher occasionally uses strategies for monitoring, assessing, and/or providing feedback on student progress. Teacher’s system for obtaining, interpreting, and acting on information regarding student progress is frequently mechanical and is occasionally focused on student progress in learning.	Teacher rarely/never uses a variety of strategies for monitoring, assessing, and/or providing feedback on student progress. Teacher’s system for obtaining, interpreting, and acting on information regarding student progress is almost always/mechanical and is rarely/never focused on student progress in learning.
The teacher consistently acts on assessment data before moving from one stage of instruction to the next and to plan new instruction.	The teacher acts on assessment data before moving from one stage of instruction to the next and to plan new instruction.	The teacher moves from one stage of instruction to the next and plans new instruction with limited information regarding student progress in learning.	The teacher moves from one stage of instruction to the next and plans new instruction with little/no information regarding student progress in learning.
The teacher consistently provides positive, specific, and timely feedback, which results in student progress toward learning goals.	Positive feedback results in successful students repeating their success and unsuccessful students recognizing their errors and becoming successful.	Positive feedback is occasional and/or occasionally results in successful students repeating their success and unsuccessful students recognizing their errors and becoming successful.	Positive feedback is rare/absent and/or rarely/never results in successful students repeating their success and unsuccessful students recognizing their errors and becoming successful.
Monitoring and assessment strategies consistently reflect an understanding of the unique needs and characteristics of students.	Monitoring and assessment strategies reflect an understanding of the unique needs and characteristics of students.	Monitoring and assessment strategies occasionally reflect an understanding of the unique needs and characteristics of students.	Monitoring and assessment strategies rarely/never reflect an understanding of the unique needs and characteristics of students.

SCORING CRITERIA GUIDE

Performance at the “Proficient” Level is based upon documentary evidence, as appropriate.

Documentary evidence may be collected over the entire appraisal period.

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Domain III-2 Continued			
<p><u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> Assessment and feedback are aligned with instructional goals, objectives, and strategies. so that goals/objectives drive the instructional activities and both formative and summative strategies are assessing the extent to which students did/did not reach the goals/objectives.</p>	<p><u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> Assessment and feedback are aligned with instructional goals, objectives, and strategies so that goals/objectives drive the instructional activities and both formative and summative strategies are assessing the extent to which students did/did not reach the goals/objectives.</p>	<p><u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> Assessment and feedback are aligned with instructional goals, objectives, and strategies so that goals/objectives drive the instructional activities and both formative and summative strategies are assessing the extent to which students did/did not reach the goals/objectives.</p>	<p><u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> Assessment and feedback are aligned with instructional goals, objectives, and strategies so that goals/objectives drive the instructional activities and both formative and summative strategies are assessing the extent to which students did/did not reach the goals/objectives.</p>
<p>Students are monitored and assessed and receive feedback.</p>	<p>Students are monitored and assessed and receive feedback.</p>	<p>Students are monitored and assessed and receive feedback.</p>	<p>Students are monitored and assessed and receive feedback.</p>

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Domain III: Evaluation and Feedback on Student Progress			
III-3. Assessment strategies are appropriate to the varied characteristics of students.			
Things To Consider			
<ul style="list-style-type: none"> • Assessment strategies reflect developmental level of students. • Assessment strategies address learning needs of students. 			
Quality: Assessment strategies produce evidence of student success and/or the need for corrective teaching. Look for strength, impact, variety, and alignment of assessment strategies with varied characteristics of students.			
Quantity: Teacher uses a variety of assessment strategies/models to check for understanding.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> Assessment strategies consistently produce evidence of student success and/or the need for corrective teaching.	<u>QUALITY</u> Assessment strategies produce evidence of student success and/or the need for corrective teaching.	<u>QUALITY</u> Assessment strategies occasionally produce evidence of student success and/or the need for corrective teaching.	<u>QUALITY</u> Assessment strategies rarely/never produce evidence of student success and/or the need for corrective teaching.
Teacher consistently utilizes creative, unique, and/or innovative assessment strategies that consistently produce evidence of student success and/or the need for corrective teaching.	Assessment strategies produce evidence of student success and/or the need for corrective teaching.	Assessment strategies occasionally produce evidence of student success and/or the need for corrective teaching.	Assessment strategies rarely/never produce evidence of student success and/or the need for corrective teaching.
Teacher consistently utilizes assessment strategies, which are chosen and/or customized to fit the developmental level of students.	Teacher utilizes assessment strategies, which are appropriate to the developmental level of the students.	Teacher frequently utilizes assessment strategies, which are inappropriate for the developmental level of students.	Teacher almost always/always utilizes assessment strategies which are inappropriate to the developmental level of students.
Teacher consistently utilizes assessment strategies, which are chosen and/or customized to fit the learning styles of students.	Teacher utilizes assessment strategies, which are chosen and/or customized to fit the learning styles of students.	Teacher frequently utilizes assessment strategies, which are inappropriate to the learning styles of students.	Teacher almost always/always utilizes assessment strategies which are inappropriate to the learning styles of students.
Teacher consistently utilizes assessment strategies, which are chosen and/or customized to fit the unique, special needs of students.	Teacher utilizes assessment strategies, which are chosen and/or customized to fit the unique, special needs of students.	Teacher frequently utilizes assessment strategies, which are inappropriate to the unique, special needs of students.	Teacher almost always/always utilizes assessment strategies which are inappropriate to the unique, special needs of students.
Teacher consistently utilizes assessment strategies, which are chosen and/or customized to fit the unique language/cultural characteristics of students.	Teacher utilizes assessment strategies, which are chosen and/or customized to fit the unique language/cultural characteristics of students.	Teacher frequently utilizes assessment strategies, which are inappropriate to the unique language/cultural characteristics of students.	Teacher almost always/always utilizes assessment strategies which are inappropriate to the unique, language/cultural characteristics of students.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> Assessment strategies are appropriate to the varied characteristics of students.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> Assessment strategies are appropriate to the varied characteristics of students.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> Assessment strategies are appropriate to the varied characteristics of students.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> Assessment strategies are appropriate to the varied characteristics of students.

SCORING CRITERIA GUIDE

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Domain III: Evaluation and Feedback on Student Progress			
III-4. Student learning is reinforced.			
Things To Consider			
<ul style="list-style-type: none"> • Learning is positively reinforced. • Reinforcement communicates high expectations. • Reinforcement techniques are research based and reflect current knowledge and practice within the content area. • Reinforcement is appropriate to the needs of the learner. 			
Quality: Reinforcement results in student engagement and success in the learning. Look for strength, impact, variety, and alignment of reinforcement with the learning.			
Quantity: Look for uniformity and consistency of reinforcement.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> Reinforcement consistently results in students understanding why they are successful and they are able to repeat their effort and success.	<u>QUALITY</u> Reinforcement results in students understanding why they are successful and they are able to repeat their effort and success.	<u>QUALITY</u> Reinforcement is sometimes used; it occasionally results in students understanding why they are successful and they are occasionally able to repeat their effort and success.	<u>QUALITY</u> Reinforcement is sometimes used; it rarely/never results in students understanding why they are successful and they are rarely/never able to repeat their effort and success.
Intensity and frequency of reinforcement are consistently monitored and adjusted to fit the level of the student performance and the needs of the students.	Intensity and frequency of reinforcement are appropriate to the student performance and the needs of the students.	Intensity and frequency of reinforcement are occasionally appropriate to the student performance and the needs of the students. Reinforcement is frequently contrived and artificial.	Intensity and frequency of reinforcement are rarely/never appropriate to the student performance and/or the needs of the students. Reinforcement is almost always/always contrived and artificial.
Reinforcement of high level, complex responses and performances is consistently specific to the student and to the response/performance.	Reinforcement of student performance is specific to the student and to the response/performance.	Reinforcement of student performance is occasionally specific to the student and to the response/performance.	Reinforcement of student performance is rarely/never specific to the student and to the response/performance.
Reinforcement consistently results in an increase in the frequency, level, and/or quality of student performances.	Reinforcement results in an increase in the frequency, level, and/or quality of student performances.	Reinforcement occasionally results in an increase in the frequency, level, and/or quality of student performances.	Reinforcement rarely/never results in an increase in the frequency, level, and/or quality of student performances.
Students consistently self-assess and provide feedback for themselves and/or their peers.	Teacher appropriately reinforces learning.	Teacher occasionally appropriately reinforces learning.	Teacher rarely/never appropriately reinforces learning.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> Successful student learning is acknowledged/positively reinforced.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> Successful student learning is acknowledged/positively reinforced.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> Successful student learning is acknowledged/positively reinforced.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> Successful student learning is acknowledged/positively reinforced.
Successful student learning is reinforced using a variety of verbal, nonverbal, and extrinsic strategies.	Successful student learning is reinforced using a variety of verbal, nonverbal, and extrinsic strategies.	Successful student learning is reinforced using a variety of verbal, nonverbal, and extrinsic strategies.	Successful student learning is reinforced using a variety of verbal, nonverbal, and extrinsic strategies.
Reinforcement communicates high expectations for learning and performance.	Reinforcement communicates high expectations for learning and performance.	Reinforcement communicates high expectations for learning and performance.	Reinforcement communicates high expectations for learning and performance.
Reinforcement techniques are research based and reflect current knowledge and practice within the content area.	Reinforcement techniques are research based and reflect current knowledge and practice within the content area.	Reinforcement techniques are research based and reflect current knowledge and practice within the content area.	Reinforcement techniques are research based and reflect current knowledge and practice within the content area.

SCORING CRITERIA GUIDE

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Domain III: Evaluation and Feedback on Student Progress			
III-5. Students receive specific, constructive feedback.			
Things To Consider <ul style="list-style-type: none"> • Teacher gives specific and immediate feedback, when appropriate. • Feedback pinpoints needed corrections. • Feedback provides clarification of the content. • Feedback moves the student toward success with the learning objective. Quality: Feedback results in student engagement and success in the learning process. Look for strength, impact, variety, and alignment of the feedback with the learning objective. Quantity: Focus on the specific and timely feedback.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> Feedback consistently results in students understanding why they are successful (so that they repeat/extend to a higher level their effort and success) and/or why they are unsuccessful (so that they correct their understanding/errors and are successful).	<u>QUALITY</u> Feedback results in students understanding why they are successful (so that they repeat their effort and success) and/or why they are unsuccessful (so that they correct their understanding/errors and are successful).	<u>QUALITY</u> Feedback is present but only occasionally results in students understanding why they are successful (so that they repeat their effort and success) and/or why they are unsuccessful (so that they correct their understanding/errors and are successful).	<u>QUALITY</u> Feedback is rarely/never present; when it is present, it rarely/never results in students understanding why they are successful (so that they repeat their effort and success) and/or why they are unsuccessful (so that they correct their understanding/errors and are successful).
Timely, specific feedback consistently results in a higher level/frequency of student commitment to the learning.	Timely, specific feedback results in a higher level/frequency of student commitment to the learning.	Feedback is occasionally timely and/or specific; when it is present it occasionally results in a higher level/frequency of student commitment to the learning.	Feedback is rarely/never timely and/or specific; when it is present it rarely/never results in a higher level/frequency of student commitment to the learning.
Teacher consistently utilizes creative, unique, and or innovative strategies to provide students with timely, specific feedback.	Teacher provides students with timely, specific feedback.	Teacher occasionally utilizes effective strategies to provide students with timely, specific feedback. Feedback is frequently non-specific/harsh/negative and/or results in students disengaging from the learning.	Teacher rarely/never utilizes effective strategies to provide students with timely, specific feedback. Feedback is always/almost always non-specific/harsh/negative and/or results in students disengaging from the learning.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> Students receive timely, specific, and constructive feedback on progress in learning.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> Students receive timely, specific, and constructive feedback on progress in learning.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> Students receive timely, specific, and constructive feedback on progress in learning.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> Students receive timely, specific, and constructive feedback on progress in learning.

SCORING CRITERIA GUIDE

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Domain III: Evaluation and Feedback on Student Progress			
III-6. The teacher provides opportunities for relearning and re-evaluation of material.			
Things To Consider			
<ul style="list-style-type: none"> • Teacher identifies content or skill, which needs to be re-taught or re-evaluated, as appropriate. • Teacher utilizes a variety of re-teach and re-evaluation techniques, as appropriate. • Techniques are research-based or reflect current knowledge and practice within the content area. Quality: Relearning opportunities result in student success. Look for strength, impact, variety, and alignment of the re-teach technique with the learning objective. Quantity: Focus on the impact of the re-teaching, not the number of times the teacher re-taught or re-evaluated material.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> Students are consistently successful as a result of a re-teach and/or have a higher/more complex understanding as a result of a re-evaluation of the learning.	<u>QUALITY</u> Students are successful as a result of a re-teach and/or have better understanding as a result of a re-evaluation of the learning.	<u>QUALITY</u> Students are occasionally successful as a result of a re-teach and/or have little additional understanding as a result of a re-evaluation of the learning.	<u>QUALITY</u> Students are rarely/never successful as a result of a re-teach and/or have little additional understanding as a result of a re-evaluation of the learning.
Teacher consistently uses creative, unique, and/or innovative strategies that result in a high level of student success and/or a higher, more complex understanding.	Teacher uses effective strategies that result in student success in learning.	Teacher occasionally uses effective strategies that result in student success in learning.	Teacher rarely/never uses effective strategies that result in student success in learning.
Teacher consistently uses strategies that fit the unique needs/characteristics of students.	Teacher uses strategies that fit the unique needs/characteristics of students.	Teacher occasionally utilizes strategies that fit the unique needs/characteristics of students.	Teacher rarely/never utilizes strategies that fit the unique needs/characteristics of students.
The teacher consistently monitors and adjusts instruction and reflects an understanding of students by quickly adjusting instruction for additional clarification or for extension of the learning.	The teacher monitors and adjusts instruction and reflects an understanding of students by adjusting instruction for additional clarification or for extension of the learning.	The teacher occasionally monitors and adjusts instruction and/or shows a lack of understanding of students by not adjusting instruction for additional clarification or for extension of the learning.	The teacher rarely/never monitors and adjusts instruction and/or shows a lack of understanding of students by not adjusting instruction for additional clarification or for extension of the learning.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> The teacher provides opportunities for relearning and re-evaluation of material, when appropriate.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> The teacher provides opportunities for relearning and re-evaluation of material, when appropriate.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> The teacher provides opportunities for relearning and re-evaluation of material, when appropriate.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> The teacher provides opportunities for relearning and re-evaluation of material, when appropriate.
Techniques for re-teaching and/or re-evaluation are researched-based and reflect current knowledge and practice within the content area.	Techniques for re-teaching and/or re-evaluation are researched-based and reflect current knowledge and practice within the correct area.	Techniques for re-teaching and/or re-evaluation are researched-based and reflect current knowledge and practice within the content area.	Techniques for re-teaching and/or re-evaluation are researched-based and reflect current knowledge and practice within the content area.
The teacher uses a variety of strategies to effectively re-teach and/or re-evaluate learning.	The teacher uses a variety of strategies to effectively re-teach and/or re-evaluate learning.	The teacher uses a variety of strategies to effectively re-teach and/or re-evaluate learning.	The teacher uses a variety of strategies to effectively re-teach and/or re-evaluate learning.

SCORING CRITERIA GUIDE

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Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials			
IV-1. The teacher effectively implements the discipline management procedures approved by the campus. Any lack of effective implementation is rare, inadvertent, and does not seriously compromise the needs of students or the effective operation of the classroom or campus.			
Things To Consider			
<ul style="list-style-type: none"> • Campus-adopted discipline management process is in evidence in the teacher’s normal rules and routines of the classroom and school-related activities. • Lack of implementation is “rare, inadvertent, and does not seriously compromise” the needs of students or the effective operation of the classroom or campus. • [See NOTE (1) & (2).] Quality: Student behavior is appropriate. The classroom is safe. Teacher response to misbehavior is highly effective and sensitive to student’s individual needs. Look for strength, impact, variety, and alignment of the discipline management process with instructional goals and objectives. Look for uniformity and consistency in implementation.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
QUALITY Student behavior is consistently appropriate.	QUALITY Student behavior is appropriate.	QUALITY Student behavior is occasionally appropriate.	QUALITY Student behavior is rarely/never appropriate.
Discipline management procedures are consistently implemented. Unique, creative, and/or innovative strategies are consistently used to implement the discipline management procedures.	Discipline management procedures are implemented.	Discipline management procedures are occasionally implemented. Any lack of effective implementation is rare, inadvertent, and does not seriously compromise the needs of students or the effective operation of the classroom or campus.	Discipline management procedures are rarely/never implemented. AND/OR Lack of implementation is repetitive and/or intentional and seriously compromises the needs of students or the effective operation of the classroom or campus.
Implementation of the discipline management plan consistently reflects an understanding of the unique needs/characteristics of students.	Implementation of the discipline management plan reflects an understanding of the unique needs/characteristics of students.	Implementation of the discipline management plan occasionally reflects an understanding of the unique needs/characteristics of students. The lack of understanding of the unique needs/characteristics of the students is repetitive and/or intentional but does not seriously compromise the needs of students.	Implementation of the discipline management plan rarely/never reflects an understanding of the unique needs/characteristics of students. AND/OR Lack of understanding of the unique needs/characteristics of students is repetitive and/or intentional and seriously compromises the needs of students or the effective operation of the classroom or campus.
Implementation of the discipline management plan consistently relies on high interest/relevant classroom instruction.	Implementation of the discipline management plan relies on high interest/relevant classroom instruction.	Implementation of the discipline management plan occasionally relies on high interest/relevant classroom instruction. Implementation frequently relies on the enforcement of rules/consequences.	Implementation of the discipline management plan rarely/never relies on high interest/relevant classroom instruction. Implementation almost always/always relies on the enforcement of rules/consequences.
Students are consistently engaged in appropriate self-direction/self-management.	Students are engaged in appropriate self-direction/self-management.	Students are occasionally engaged in appropriate self-direction/self-management.	Students are rarely/never engaged in appropriate self-direction/self-management.

NOTE: (1) The “Proficient” Standard in this Domain is **HIGHER** due to needs for consistency and safety. Exceeds Expectations requires participation in the development of discipline and other management procedures.

NOTE: (2) The criteria in Domain IV relate to the **MANAGEMENT** of student discipline, instructional strategies, time, and materials which create an environment in which learning may take place. These criteria are to be evaluated in the context of student behavior as it impacts student success. The critical attributes of EACH criterion MUST be considered separately.

SCORING CRITERIA GUIDE

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Domain IV-1 Continued

Implementation of the discipline management plan consistently results in a positive, supportive, respectful classroom environment.	Implementation of the discipline management plan results in a positive, supportive, respectful classroom environment.	Implementation of the discipline management plan occasionally results in a positive, supportive, respectful classroom environment. Any lack of a positive, supportive, respectful classroom environment does not seriously compromise the needs of the students or the effective operation of the classroom or campus.	Implementation of the discipline management plan rarely/never relies on a positive, supportive, respectful classroom environment. AND/OR Lack of a positive, supportive, respectful classroom environment seriously compromises the needs of the students or the effective operation of the classroom or campus.
The teacher participates in the development of the discipline management procedures and offers suggestions for improvement.	Discipline management procedures are implemented.	Discipline management procedures are occasionally implemented.	Discipline management procedures are rarely/never implemented.
Any lack of effective implementation is rare/inadvertent and does not seriously compromise the needs of students or the effective operation of the classroom or campus.	Any lack of effective implementation is rare/inadvertent and does not seriously compromise the needs of students or the effective operation of the classroom or campus.	There are some elements of the plan that are not implemented but the lack of effective implementation is random/inadvertent and does not seriously compromise the needs of students or the effective operation of the classroom or campus.	Lack of implementation is repetitive and/or intentional and seriously compromises the needs of students or the effective operation of the classroom or campus.

NOTE: (1) The “Proficient” Standard in this Domain is **HIGHER** due to needs for consistency and safety. Exceeds Expectations requires participation in the development of discipline and other management procedures.

NOTE: (2) The criteria in Domain IV relate to the **MANAGEMENT** of student discipline, instructional strategies, time, and materials which create an environment in which learning may take place. These criteria are to be evaluated in the context of student behavior as it impacts student success. The critical attributes of EACH criterion MUST be considered separately.

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Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials			
IV-2. The teacher establishes a classroom environment that promotes and encourages self-discipline and self-directed learning.			
Things To Consider <ul style="list-style-type: none"> • Classroom procedures and routines result in student self-management of behavior. • Classroom procedures and routines result in student self-directed extensions and application of learning. • [See NOTE (2).] Quality: Student behavior is appropriate. Students are productively engaged. Teacher establishes high expectations for the learning and behavior of all students. Look for strength, impact, variety, and alignment of classroom routines with learning objectives. Quantity: Look for uniformity and consistency of behavior.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
QUALITY Student behavior is consistently appropriate.	QUALITY Student behavior is appropriate.	QUALITY Student behavior is occasionally appropriate.	QUALITY Student behavior is rarely/never appropriate.
Students are consistently engaged in appropriate self-direction/self-management learning.	Students are engaged in appropriate self-direction/self-management learning.	Students are occasionally engaged in appropriate self-direction/self-management learning. Appropriate behavior is frequently the result of manipulation and/or enforcement of rules/consequences.	Students are rarely/never engaged in appropriate self-direction/self-management learning. Appropriate behavior is almost always/always the result of manipulation and/or enforcement of rules/consequences.
Unique, creative, and/or innovative strategies are consistently used to promote and encourage self-discipline and self-directed learning and reflect an understanding of the unique needs/characteristics of students.	Strategies to promote and encourage self-discipline and self-directed learning reflect an understanding of the unique needs/characteristics of students.	Strategies to promote and encourage self-discipline and self-directed learning occasionally reflect an understanding of the unique needs/characteristics of students.	Strategies to promote and encourage self-discipline and self-directed learning rarely/never reflect an understanding of the unique needs/characteristics of students.
The teacher consistently creates a safe, positive, supportive, respectful environment so that students take appropriate risks in the learning.	The teacher creates a safe, positive, supportive, respectful environment so that students take appropriate risks in the learning.	The teacher occasionally creates a safe, positive, supportive, respectful environment so that students take appropriate risks in the learning.	The teacher rarely/never creates a safe, positive, supportive, respectful environment so that students take appropriate risks in the learning.
High-interest/relevant classroom instructions consistently provide vehicles for self-management and self-directed learning.	High-interest/relevant classroom instructions provide vehicles for self-management and self-directed learning.	High-interest/relevant classroom instructions occasionally provide vehicles for self-management and self-directed learning.	High-interest/relevant classroom instruction rarely/never provide vehicles for self-management and self-directed learning.

NOTE: (1) The “Proficient” Standard in this Domain is **HIGHER** due to needs for consistency and safety. Exceeds Expectations requires participation in the development of discipline and other management procedures.

NOTE: (2) The criteria in Domain IV relate to the **MANAGEMENT** of student discipline, instructional strategies, time, and materials which create an environment in which learning may take place. These criteria are to be evaluated in the context of student behavior as it impacts student success. The critical attributes of EACH criterion MUST be considered separately.

SCORING CRITERIA GUIDE

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Documentary evidence may be collected over the entire appraisal period.

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Domain IV-2 Continued

<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u>	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u>	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u>	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u>
The teacher establishes a classroom environment that promotes and encourages self-discipline and self-directed learning.	The teacher establishes a classroom environment that promotes and encourages self-discipline and self-directed learning.	The teacher establishes a classroom environment that promotes and encourages self-discipline and self-directed learning.	The teacher establishes a classroom environment that promotes and encourages self-discipline and self-directed learning.
The teacher plans and implements instruction to provide opportunities for self-directed learning.	The teacher plans and implements instruction to provide opportunities for self-directed learning.	The teacher plans and implements instruction to provide opportunities for self-directed learning.	The teacher plans and implements instruction to provide opportunities for self-directed learning.

NOTE: (1) The “Proficient” Standard in this Domain is **HIGHER** due to needs for consistency and safety. Exceeds Expectations requires participation in the development of discipline and other management procedures.

NOTE: (2) The criteria in Domain IV relate to the **MANAGEMENT** of student discipline, instructional strategies, time, and materials which create an environment in which learning may take place. These criteria are to be evaluated in the context of student behavior as it impacts student success. The critical attributes of EACH criterion MUST be considered separately.

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Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials			
IV-3. The teacher interacts with students in an equitable manner, including fair application of rules.			
Things To Consider <ul style="list-style-type: none"> • Teacher provides opportunities for all students to participate. • Teacher relates to students in an equitable and consistent manner. • Teacher is fair in the application of rules. • [See NOTE (1) & (2).] Quality: Teacher interactions are appropriate to developmental, cultural norms and varied characteristics of students. Teacher-student interactions demonstrate respect. Look for uniformity and consistency in interactions.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
QUALITY All interactions (teacher/student and student/student) are consistently courteous and respectful.	QUALITY All interactions (teacher/student and student/student) are courteous and respectful.	QUALITY Interactions (teacher/student and student/student) are occasionally courteous and respectful. Interactions (teacher/student and student/student) frequently lack courtesy, but the interactions do not compromise the needs of students.	QUALITY Interactions (teacher/student and student/student) are rarely/never courteous and respectful. Interactions (teacher/student and student/student) almost always/always lack courtesy and/or the interactions seriously compromises the needs of students.
Rules are applied consistently and fairly to all students.	Rules are applied consistently and fairly to all students.	Rules are occasionally applied consistently and/or fairly to all students. Inconsistency and/or unfairness in the application of rules do not compromise the needs of students.	Rules are rarely/never-applied consistently/fairly to all students. AND/OR Inconsistency and/or unfairness in the application of rules seriously compromise the needs of students.
Interactions consistently reflect an awareness of the unique needs/characteristics of students.	Interactions reflect an awareness of the unique needs/characteristics of students.	Interactions occasionally reflect an awareness of the unique needs/characteristics of students. Lack of courteousness or respect does not seriously compromise the needs of the students.	Interactions rarely/never reflect an awareness of the unique needs/characteristics of students. AND/OR Lack of an awareness of the unique needs/characteristics of students seriously compromises the needs of the students.
Teacher is consistently courteous and respectful even when circumstances make it difficult to do so. Interactions are not only courteous/respectful but also serve to support, dignify, and encourage student efforts in learning.	Teacher is courteous and respectful even when circumstances make it difficult to do so.	Teacher is occasionally courteous and respectful even when circumstances make it difficult to do so. Lack of courteousness or respect does not seriously compromise the needs of the students.	Teacher is rarely/never courteous and respectful even when circumstances make it difficult to do so. AND/OR Lack of courteousness or respect seriously compromises the needs of the students.

NOTE: (1) The “Proficient” Standard in this Domain is **HIGHER** due to needs for consistency and safety. Exceeds Expectations requires participation in the development of discipline and other management procedures.

NOTE: (2) The criteria in Domain IV relate to the **MANAGEMENT** of student discipline, instructional strategies, time, and materials which create an environment in which learning may take place. These criteria are to be evaluated in the context of student behavior as it impacts student success. The critical attributes of EACH criterion MUST be considered separately.

SCORING CRITERIA GUIDE

Performance at the “Proficient” Level is based upon documentary evidence, as appropriate.

Documentary evidence may be collected over the entire appraisal period.

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Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials			
IV-4. The teacher specifies expectations for desired behavior.			
Things To Consider <ul style="list-style-type: none"> • Teacher explains expectations for behavior. • Teacher restates expectations when behavior is not appropriate. • [See NOTE (2).] Quality: Student behavior is appropriate. Teacher states reason for desired student behavior. Student behavior is consistent with stated expectations. Quantity: Focus on appropriate behavior, not the overt statement of expectations. Focus on the number of students behaving appropriately.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> Students consistently understand and meet the expectations for desired behavior.	<u>QUALITY</u> Students understand and meet the expectations for desired behavior.	<u>QUALITY</u> Students occasionally understand and meet the expectations for desired behavior.	<u>QUALITY</u> Students rarely/never understand and meet the expectations for desired behavior.
Students are consistently engaged in appropriate self-direction/self-management and learning.	Students are engaged in appropriate self-direction/self-management and learning.	Students are occasionally engaged in appropriate self-direction/self-management and learning. Appropriate behavior is frequently the result of teacher manipulation and enforcement of rules/consequences rather than engagement in learning.	Students are rarely engaged in appropriate self-direction/self-management and learning. Appropriate behavior is almost always/ always the result of teacher manipulation and enforcement of rules/consequences rather than engagement in learning.
Unique, creative, and/or innovative strategies are consistently used to promote and encourage self-discipline and self-directed learning.	Students understand and meet the expectations for desired behavior.	Students occasionally understand and meet the expectations for desired behavior.	Students rarely/never understand and meet the expectations for desired behavior.
High-interest/relevant classroom instructions frequently and consistently provide vehicles for self-management and self-directed learning.	Students understand and meet the expectations for desired behavior.	Students occasionally understand and meet the expectations for desired behavior.	Students rarely/never understand and meet the expectations for desired behavior.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> The teacher specifies expectations for desired behavior.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> The teacher specifies expectations for desired behavior.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> The teacher specifies expectations for desired behavior.	<u>QUANTITY</u> <u>LESS OF THE TIME (0-49%)</u> The teacher specifies expectations for desired behavior.

NOTE: (1) The “Proficient” Standard in this Domain is **HIGHER** due to needs for consistency and safety. Exceeds Expectations requires participation in the development of discipline and other management procedures.

NOTE: (2) The criteria in Domain IV relate to the **MANAGEMENT** of student discipline, instructional strategies, time, and materials which create an environment in which learning may take place. These criteria are to be evaluated in the context of student behavior as it impacts student success. The critical attributes of EACH criterion MUST be considered separately.

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Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials			
IV-5. The teacher intervenes and re-directs off-task, inappropriate, or disruptive behavior.			
Things To Consider <ul style="list-style-type: none"> • Teacher identifies students engaged in activities other than the assigned task. • Teacher re-directs students in accordance with adopted campus discipline management policies. • [See inference opening statement for Domain IV] • [See Note (1) & (2).] Quality: Student behavior is appropriate. Monitoring is subtle and preventative. Look for strength, impact, variety, impact, and alignment of intervention with the behavior. Focus on appropriate behavior not the overt redirection of behavior. Look for uniformity and consistency of interventions.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
QUALITY The off-task, inappropriate, or disruptive behavior stops.	QUALITY The off-task, inappropriate, or disruptive behavior stops.	QUALITY The off-task, inappropriate, or disruptive behavior occasionally stops after redirection.	QUALITY The off-task, inappropriate, or disruptive behavior rarely/never stops after redirection.
There is little or no need to stop/redirect behavior because students are consistently engaged in quality learning and behaving appropriately.	Students are engaged in learning and behaving appropriately.	Students are occasionally engaged in learning and behaving appropriately. The teacher frequently must redirect off-task, inappropriate or disruptive behavior because students show little interest/engagement in the learning.	Students are rarely/never engaged in learning and behaving appropriately. The teacher almost always/always must redirect off-task, inappropriate or disruptive behavior because students show little interest/engagement in the learning.
There is little or no need to stop/redirect behavior because the teacher has created a learning environment that is consistently safe, positive, supportive, and risk-free.	The teacher has created a learning environment that is safe, positive, supportive, and risk-free.	The teacher has created a learning environment that is occasionally safe, positive, supportive, and risk-free. Where the learning environment is frequently inappropriate, the needs of the students or effective operations of the campus/district have not been seriously compromised.	The teacher has created a learning environment that is rarely/never safe, positive, supportive, and risk-free. AND/OR Where the learning environment is inappropriate, the needs of the students or the effective operations of the campus/district are seriously compromised.
The teacher consistently plans instruction that is challenging and that permits students to be consistently successful.	The teacher plans instruction that is challenging and that permits students to be successful.	The teacher occasionally plans instruction that is challenging and that permits students to be successful. There is a need to frequently stop/redirect behavior.	The teacher rarely/never plans instruction that is challenging and that permits students to be successful. There is almost always/always a need to frequently stop/redirect behavior.
There is little or no need to stop/redirect behavior because the teacher patiently assists students who are frustrated and/or unsuccessful.	Students are engaged in learning and behaving appropriately.	Students are occasionally engaged in learning and behaving appropriately.	Students are rarely/never engaged in learning and behaving appropriately.

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NOTE: (2) The criteria in Domain IV relate to the **MANAGEMENT** of student discipline, instructional strategies, time, and materials which create an environment in which learning may take place. These criteria are to be evaluated in the context of student behavior as it impacts student success. The critical attributes of EACH criterion MUST be considered separately.

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Domain IV-5 Continued

The teacher consistently intervenes and re-directs off-task, inappropriate, or disruptive behavior in ways that preserve the student’s dignity.	The teacher intervenes and re-directs off-task, inappropriate, or disruptive behavior in ways that preserve the student’s dignity.	The teacher occasionally intervenes and re-directs off-task, inappropriate, or disruptive behavior in ways that preserve the student’s dignity. The dignity and needs of students are not seriously compromised by the intervention/redirection.	The teacher rarely/never intervenes and re-directs off-task, inappropriate, or disruptive behavior in ways that preserve the student’s dignity. AND/OR The dignity and needs of students are seriously compromised by the intervention/redirection.
The teacher uses creative, unique, and/or innovative strategies to stop-redirect off-task and/or disruptive behavior.	Students are engaged in learning and behaving appropriately.	Students are occasionally engaged in learning and behaving appropriately.	Students are rarely/never engaged in learning and behaving appropriately.

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NOTE: (2) The criteria in Domain IV relate to the **MANAGEMENT** of student discipline, instructional strategies, time, and materials which create an environment in which learning may take place. These criteria are to be evaluated in the context of student behavior as it impacts student success. The critical attributes of EACH criterion MUST be considered separately.

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Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials			
IV-6. The teacher reinforces desired behavior when appropriate.			
Things To Consider			
<ul style="list-style-type: none"> • Teacher offers accurate and specific feedback to individuals or the class. • Teacher does not reinforce inappropriate behavior. • [See NOTE (2).] 			
Quality: Reinforcement results in desired change in behavior. Look for strength, impact, variety, and alignment of teacher response with the exhibited behavior.			
Quantity: Focus on the appropriateness of reinforcement, not the number of times behavior is reinforced. Look for uniformity and consistency of reinforcement.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> Reinforcement results in desired behavior change or causes desired behavior to be repeated.	<u>QUALITY</u> Reinforcement results in desired behavior change or causes desired behavior to be repeated.	<u>QUALITY</u> Reinforcement occasionally results in desired behavior change or causes desired behavior to be repeated.	<u>QUALITY</u> Reinforcement rarely/never results in desired behavior change or causes desired behavior to be repeated.
Inappropriate behavior is rare because of the use of positive reinforcement of appropriate behavior.	Positive reinforcement of appropriate behavior is used as a method of encouraging/promoting and establishing models of appropriate behavior.	Positive reinforcement of appropriate behavior is occasionally used as a method of encouraging/promoting and establishing models of appropriate behavior.	Positive reinforcement of appropriate behavior is rarely/never used as a method of encouraging/promoting and establishing models of appropriate behavior.
Reinforcement of behavior is consistently used to encourage/promote appropriate behavior and not simply to redirect inappropriate behavior. Reinforcement is consistently specific to the student and specific to the behavior.	Reinforcement is specific to the student and specific to the behavior.	Reinforcement is occasionally specific to the student and specific to the behavior.	Reinforcement is rarely/never specific to the student and specific to the behavior.
Use of reinforcement of behavior consistently reflects an understanding of the unique needs/characteristics of students so that reinforcement has an appropriate level of intensity appropriate to the behavior.	Use of reinforcement of behavior reflects an understanding of the unique needs/characteristics of students so that reinforcement has an appropriate level of intensity appropriate to the behavior.	Use of reinforcement of behavior occasionally reflects an understanding of the unique needs/characteristics of students so that reinforcement has an appropriate level of intensity appropriate to the behavior.	Use of reinforcement of behavior rarely/never reflects an understanding of the unique needs/characteristics of students so that reinforcement has an appropriate level of intensity appropriate to the behavior.
Use of reinforcement of behavior consistently reflects an understanding of the unique needs/characteristics of students so that reinforcement has an appropriate frequency.	Use of reinforcement of behavior reflects an understanding of the unique needs/characteristics of students so that reinforcement has an appropriate frequency.	The use of reinforcement of behavior occasionally reflects an understanding of the unique needs/characteristics of students so that reinforcement has only a limited effect on the frequency of appropriate behavior.	The use of reinforcement of behavior rarely/never reflects an understanding of the unique needs/characteristics of students so that reinforcement has little/no effect on the frequency of appropriate behavior.

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NOTE: (2) The criteria in Domain IV relate to the **MANAGEMENT** of student discipline, instructional strategies, time, and materials which create an environment in which learning may take place. These criteria are to be evaluated in the context of student behavior as it impacts student success. The critical attributes of EACH criterion MUST be considered separately.

SCORING CRITERIA GUIDE

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Domain IV-6 Continued

<p>QUANTITY <u>ALMOST ALL OF THE TIME (90-100%)</u> The teacher reinforces desired behavior when appropriate.</p>	<p>QUANTITY <u>MOST OF THE TIME (80-89%)</u> The teacher reinforces desired behavior when appropriate.</p>	<p>QUANTITY <u>SOME OF THE TIME (50-79%)</u> The teacher reinforces desired behavior when appropriate.</p>	<p>QUANTITY <u>LESS THAN HALF OF THE TIME (0-49%)</u> The teacher reinforces desired behavior when appropriate.</p>
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Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials			
IV-7. The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students.			
Things To Consider			
<ul style="list-style-type: none"> • Teacher selects instructional materials that reflect ethnic diversity, gender equity and the learning needs of students. • Students have equal access to appropriate instructional materials. • [See NOTE (2).] 			
Quality: Teacher is aware of resources available through the school, district, professional organizations and community. Teacher seeks out and evaluates materials needed to enhance instruction. Instructional materials contribute to student success. Look for strength, impact, variety, and alignment of instructional materials with goals and objectives.			
Quantity: Focus is on the consistent use of appropriate instructional materials.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> The teacher seeks out resources and instructional materials that are equitable and acknowledge the varied characteristics of all students.	<u>QUALITY</u> The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students.	<u>QUALITY</u> The instructional materials selected by the teacher are occasionally equitable and acknowledge the varied characteristics of all students.	<u>QUALITY</u> The instructional materials selected by the teacher are rarely/never equitable and acknowledge the varied characteristics of all students.
The teacher utilizes unique and creative methods for including instructional materials aligned with the learning goals/ objective that reflect ethnic diversity, gender equality and learning needs of the students.	The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students.	The instructional materials selected by the teacher are occasionally equitable and acknowledge the varied characteristics of all students.	The instructional materials selected by the teacher are rarely/never equitable and acknowledge the varied characteristics of all students.
The teacher utilizes unique and creative methods for including instructional materials aligned with the goals/objectives that engage students and ensure success.	The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students.	The instructional materials selected by the teacher are occasionally equitable and acknowledge the varied characteristics of all students.	The instructional materials selected by the teacher are rarely/never equitable and acknowledge the varied characteristics of all students.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> The teacher uses appropriate instructional materials.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> The teacher uses appropriate instructional materials.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> The teacher uses appropriate instructional materials.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> The teacher uses appropriate instructional materials.

NOTE: (1) The “Proficient” Standard in this Domain is **HIGHER** due to needs for consistency and safety. Exceeds Expectations requires participation in the development of discipline and other management procedures.

NOTE: (2) The criteria in Domain IV relate to the **MANAGEMENT** of student discipline, instructional strategies, time, and materials which create an environment in which learning may take place. These criteria are to be evaluated in the context of student behavior as it impacts student success. The critical attributes of EACH criterion MUST be considered separately.

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Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials			
IV-8. The teacher effectively and efficiently manages time and materials.			
Things To Consider			
<ul style="list-style-type: none"> • Teacher has materials ready for instruction. • Academic learning time is maximized. • [See NOTE (2).] 			
Quality: Routines for handling materials occur without loss of instructional time. Transitions are seamless. Look for strength, impact, variety, and alignment of materials with student success in the learning.			
Quantity: Focus on the amount of time for teaching and learning.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> The teacher organizes and uses unique and creative instructional materials aligned with the learning goals/objectives that promote student success.	<u>QUALITY</u> The teacher has appropriate materials ready for instruction.	<u>QUALITY</u> The teacher occasionally has appropriate materials ready for instruction. Students frequently lose opportunities for learning.	<u>QUALITY</u> The teacher rarely/never has appropriate materials ready for instruction. Students always/almost always lose opportunities for learning.
Transitions are seamless; routines for handling materials are effective and result in student success and maximum use of instructional time.	Transitions and routines for handling materials are appropriate for the learning.	Transitions and routines for handling materials are occasionally appropriate for the learning. Students frequently lose opportunities for learning.	Transitions and routines for handling materials are rarely/never appropriate for the learning. Students almost always/ always lose opportunities for learning.
The teacher consistently establishes routines and procedures that promote student responsibility for materials and transitions in the learning.	The teacher establishes routines and procedures that promote student responsibility for materials and transitions in the learning.	The teacher occasionally establishes routines and procedures that promote student responsibility for materials and transitions in the learning.	The teacher rarely/never establishes routines and procedures that promote student responsibility for materials and transitions in the learning.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> The teacher utilizes available time as “academic learning time.”	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> The teacher utilizes available time as “academic learning time.”	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> The teacher utilizes available time as “academic learning time.”	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> The teacher utilizes available time as “academic learning time.”

NOTE: (1) The “Proficient” Standard in this Domain is **HIGHER** due to needs for consistency and safety. Exceeds Expectations requires participation in the development of discipline and other management procedures.

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Domain V: Professional Communication			
V-1. The teacher uses appropriate and accurate written communication with students.			
Things To Consider			
<ul style="list-style-type: none"> • Teacher’s written communication is without significant error in content or presentation. • Errors are corrected. • Errors do not interfere with the ability of students to learn. 			
Quality: Students are successful in the learning. Focus on the clarity of written communications. Written communications are legible. Look for strength, impact, variety, and alignment of the communication with the learning objectives.			
Quantity: Focus on the extent to which written communication supports learning.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> The teacher consistently uses appropriate and accurate written communication with students.	<u>QUALITY</u> The teacher uses appropriate and accurate written communication with students.	<u>QUALITY</u> The teacher occasionally uses appropriate and accurate written communication with students. The teacher frequently uses inappropriate and inaccurate written communication with students.	<u>QUALITY</u> The teacher rarely/never uses appropriate and accurate written communication with students. The teacher almost always/always uses inappropriate and inaccurate written communication with students.
The teacher consistently utilizes unique and creative ways to provide students with clear/accurate information, specific directives, corrective and reinforcing feedback that facilitates/encourages learning.	The teacher utilizes ways to provide students with information, directives and feedback that facilitate learning.	The teacher occasionally utilizes ways to provide students with information, directives and feedback that facilitate learning. The teacher's written communication with students results in confusion that occasionally impedes learning.	The teacher never/rarely utilizes ways to provide students with information, directives and feedback that facilitate learning. The teacher's communication with students results in confusion that impedes learning.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> The teacher uses appropriate and accurate written communication with students.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> The teacher uses appropriate and accurate written communication with students.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> The teacher uses appropriate and accurate written communication with students.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> The teacher uses appropriate and accurate written communication with students.

NOTE: (1) The “Proficient” Standard in this Domain is **HIGHER** due to needs for consistency and safety. Exceeds Expectations requires participation in the development of discipline and other management procedures.

NOTE: (2) The criteria in Domain IV relate to the **MANAGEMENT** of student discipline, instructional strategies, time, and materials which create an environment in which learning may take place. These criteria are to be evaluated in the context of student behavior as it impacts student success. The critical attributes of EACH criterion MUST be considered separately.

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Domain V: Professional Communication			
V-2. The teacher uses appropriate and accurate verbal and non-verbal communication with students.			
Things To Consider			
<ul style="list-style-type: none"> • The teacher’s verbal and non-verbal communication establishes a learning climate that enhances student’s ability to learn. • Teacher’s verbal communication is without significant error in content or presentation. • Verbal and non-verbal errors are corrected. 			
Quality: Students are successful in the learning. Focus on the clarity of oral communication. Oral communication is audible. Classroom environment is conducive to learning. Look for strength, impact, variety, and alignment of the communication with the learning objective.			
Quantity: Focus on the extent to which oral communication supports learning.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> The teacher's verbal and non-verbal communication consistently establishes a positive learning climate that promotes student learning and student success.	<u>QUALITY</u> The teacher's verbal and non-verbal communication establishes a learning climate that is positive and conducive to learning.	<u>QUALITY</u> The teacher's verbal and non-verbal communication occasionally establishes a learning climate that is positive and conducive to learning. Errors are inadvertent and do not seriously compromise the needs of students or the effective and legal operation of campus/district.	<u>QUALITY</u> The teacher's verbal and non-verbal communication rarely/never establishes a learning climate that is positive and conducive to learning. AND/OR Errors seriously compromise the needs of students or the effective and legal operation of campus/ district.
The teacher's verbal and non-verbal communication is consistently clear and audible.	The teacher's verbal and non-verbal communication is clear and audible.	The teacher's verbal communication is occasionally clear and audible.	The teacher's verbal communication is rarely/never audible and clear.
The teacher's verbal and non-verbal communication consistently encourages students to take responsible risks in responding, extending, questioning, and/or producing products.	The teacher's verbal and non-verbal communication encourages students to take responsible risks in responding, extending, questioning, and/or producing products.	The teacher's verbal and non-verbal communication occasionally engages students in learning.	The teacher's verbal and non-verbal communication rarely/never engages students in learning.
The teacher's verbal and non-verbal communications consistently assist in the alignment of instruction with learning objectives.	The teacher's verbal and non-verbal communications assist in the alignment of instruction with learning objectives.	The teacher's verbal and non-verbal communications occasionally assist in the alignment of instruction with learning objectives.	The teacher's verbal and non-verbal communications rarely/never assist in the alignment of instruction with learning objectives.
The teacher's verbal and non-verbal communications consistently contribute to the successful learning of students.	The teacher's verbal and non-verbal communications contribute to the successful learning of students.	The teacher's verbal and non-verbal communications occasionally contribute to the successful learning of the students.	The teacher's verbal and non-verbal communications rarely/never contribute to the successful learning of the students.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> The teacher's oral communication and non-verbal communication supports a positive learning climate that promotes student success.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> The teacher's oral communication and non-verbal communication supports a positive learning climate that promotes student success.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> The teacher's oral communication and non-verbal communication supports a positive learning climate that promotes student success.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> The teacher's oral communication and non-verbal communication supports a positive learning climate that promotes student success.

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Domain V: Professional Communication			
V-3. The teacher encourages and supports students who are reluctant and having difficulty.			
Things To Consider			
<ul style="list-style-type: none"> • Teacher readily recognizes students who have difficulty in performance. • Teacher modifies and positively reinforces student-learning success. 			
Quality: Look for strength, impact, variety, and alignment of teacher support and student success. Focus on appropriateness of the modification. Encouragement and support results in student success.			
Quantity: Look for uniformity and consistency of encouragement.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> The teacher consistently identifies and assesses the needs of the students who are reluctant and having difficulty. The teacher consistently encourages and supports students who are reluctant and having difficulty.	<u>QUALITY</u> The teacher identifies and assesses the needs of the students who are reluctant and having difficulty. The teacher encourages and supports students who are reluctant and having difficulty.	<u>QUALITY</u> The teacher occasionally identifies and assesses the needs of the students who are reluctant and having difficulty. The teacher occasionally encourages and supports students who are reluctant and having difficulty.	<u>QUALITY</u> The teacher rarely/never identifies and assesses the needs of the students who are reluctant and having difficulty. The teacher rarely/never encourages and supports students who are reluctant and having difficulty.
The teacher consistently encourages and supports students who are reluctant and having difficulty.	The teacher encourages and supports students who are reluctant and having difficulty.	The teacher occasionally encourages and supports students who are reluctant and having difficulty.	The teacher rarely/never encourages and supports students who are reluctant and having difficulty.
The teacher consistently uses creative and unique ways to encourage and support students who are reluctant and having difficulty, which results in students taking reasonable risks, reduced frustration and willingness to continue engagement in learning.	The teacher uses strategies to encourage and support students who are reluctant and having difficulty.	The teacher occasionally uses strategies to encourage and support students who are reluctant and having difficulty. The teacher's communication / lack of communication with students who are reluctant and having difficulty frequently results in student frustration, unwillingness to take reasonable risks and/or disengagement.	The teacher rarely/never uses strategies to encourage and support students who are reluctant and having difficulty. The teacher's communication / lack of communication with students who are reluctant and having difficulty almost always/ always results in student frustration, unwillingness to take reasonable risks and/or disengagement.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> The teacher encourages and supports students who are reluctant or having difficulty.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> The teacher encourages and supports students who are reluctant or having difficulty.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> The teacher encourages and supports students who are reluctant or having difficulty.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> The teacher encourages and supports students who are reluctant or having difficulty.

SCORING CRITERIA GUIDE

Performance at the “Proficient” Level is based upon documentary evidence, as appropriate.

Documentary evidence may be collected over the entire appraisal period.

Performance at the “Proficient” Level **MAY** be inferred for a criterion if 80% of the criteria in the Domain **ARE** documented at the “Proficient” or Exceeds Expectation Level and **NO** criteria are documented at Below Expectations or Unsatisfactory.

Domain V: Professional Communication			
V-4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals.			
Things To Consider <ul style="list-style-type: none"> • Teacher’s written communication is without significant error in content or presentation. • Written errors are corrected. • Written errors do not interfere with the intent of the communication to parents, staff, community members, and other professionals. • Communication reflects sensitivity to community standards. • [NOTE: The written responses on the <u>Teacher Self-Report</u> are NOT to be used in the evaluation of Domain V.] Quality: Focus on the clarity of written communication. Written communications are legible. Communication serves a purpose. Communication serves the purpose for which it was written. Look for strength, impact, variety, and alignment of the communication with the intent. Quantity: Focus on the extent to which written communication is informative.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> The teacher consistently uses appropriate and accurate written communication with parents, staff, community members and professionals.	<u>QUALITY</u> The teacher uses appropriate and accurate written communication with parents, staff, community members and professionals.	<u>QUALITY</u> The teacher occasionally uses appropriate and accurate written communication with parents, staff, community members and professionals. Errors in communication are inadvertent and do not seriously compromise the needs of students or the effective and legal operation of the campus/district.	<u>QUALITY</u> The teacher rarely/never uses appropriate and accurate written communication with parents, staff, community members and professionals. AND/OR Errors in communication seriously compromise the needs of students or the effective and legal operation of the campus/district.
The teacher's written communication with parents, staff, community members and professionals consistently results in positive responses that may include but are not limited to: increased collaboration with participants, increased involvement in the learning community.	The teacher's written communication with parents, staff, community members and professionals results in positive responses.	The teacher's written communication with parents, staff, community members and professionals occasionally results in positive responses. The teacher's written communication includes comments that are inaccurate, insensitive, or inappropriate.	The teacher's written communication with parents, staff, community members and professionals rarely/never results in positive responses. The teacher's written communication includes comments that are inaccurate, insensitive, or inappropriate.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> The teacher uses appropriate and accurate written communication with parents, staff, community members and other professionals.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> The teacher uses appropriate and accurate written communication with parents, staff, community members and other professionals.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> The teacher uses appropriate and accurate written communication with parents, staff, community members and other professionals.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> The teacher uses appropriate and accurate written communication with parents, staff, community members and other professionals.

SCORING CRITERIA GUIDE

Performance at the “Proficient” Level is based upon documentary evidence, as appropriate.

Documentary evidence may be collected over the entire appraisal period.

Performance at the “Proficient” Level **MAY** be inferred for a criterion if 80% of the criteria in the Domain **ARE** documented at the “Proficient” or Exceeds Expectation Level and **NO** criteria are documented at Below Expectations or Unsatisfactory.

Domain V: Professional Communication			
V-5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals.			
Things To Consider			
<ul style="list-style-type: none"> • Teacher’s verbal and non-verbal communication establishes a climate of trust and mutual respect. • Teacher’s verbal and non-verbal communication is without significant error in content or presentation. • Verbal and non-verbal errors are corrected. 			
Quality: Focus on the clarity of oral communication. Oral communication is audible. Look for strength, impact, variety, and alignment of the communication with the intent.			
Quantity: Focus on the extent to which communication interferes with /supports interactions between parents, staff, community members, and other professionals.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<p><u>QUALITY</u> The teacher consistently uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members and professionals.</p>	<p><u>QUALITY</u> The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members and professionals.</p>	<p><u>QUALITY</u> The teacher occasionally uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members and professionals. AND/OR Errors in communication are inadvertent and do not seriously compromise the needs of students or the effective and legal operation of the campus/district.</p>	<p><u>QUALITY</u> The teacher rarely/never uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members and professionals. AND/OR Errors in communication seriously compromise the needs of students or the effective and legal operation of campus/district.</p>
<p>The teacher's written communication with parents, staff, community members and professionals consistently results in positive responses that may include but are not limited to increased collaboration, participation, and involvement in the learning community.</p>	<p>The teacher's written communication with parents, staff, community members and professionals results in positive responses.</p>	<p>The teacher's written communication with parents, staff, community members and professionals occasionally results in positive responses. AND/OR The teacher's use of inappropriate and/or inaccurate verbal and non-verbal communication is inadvertent and does not seriously interfere with trust and mutual respect with parents, staff, community members and professionals.</p>	<p>The teacher's written communication with parents, staff, community members and professionals rarely/never results in positive responses. AND/OR The teacher's use of inappropriate and/or inaccurate verbal and non-verbal communication seriously interferes with trust and mutual respect with parents, staff, community members and professionals.</p>
<p><u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members and other professionals.</p>	<p><u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members and other professionals.</p>	<p><u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members and other professionals.</p>	<p><u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members and other professionals.</p>

SCORING CRITERIA GUIDE

Performance at the “Proficient” Level is based upon documentary evidence, as appropriate.

Documentary evidence may be collected over the entire appraisal period.

Performance at the “Proficient” Level **MAY** be inferred for a criterion if 80% of the criteria in the Domain **ARE** documented at the “Proficient” or Exceeds Expectation Level and **NO** criteria are documented at Below Expectations or Unsatisfactory.

Domain V: Professional Communication			
V-6. The teacher’s interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals.			
Things To Consider			
<ul style="list-style-type: none"> • Teacher models courtesy and respect through patience and active listening. • Incorrect responses are handled with dignity. 			
Quality: Teacher demonstrates support, courtesy and respect for students, parents, staff, community members, and other professionals that enhance student success.			
Quantity: Look for uniformity and consistency of interactions.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> The teacher consistently models and teaches courtesy and respect by displaying patience and actively listening to students, parents, staff, community members and other professionals.	<u>QUALITY</u> The teacher models and teaches courtesy and respect by displaying patience and actively listening to students, parents, staff, community members and other professionals.	<u>QUALITY</u> The teacher occasionally models and teaches courtesy and respect by displaying patience and actively listening to students, parents, staff, community members and other professionals.	<u>QUALITY</u> The teacher rarely/never models and teaches courtesy and respect by displaying patience and actively listening to students, parents, staff, community members and other professionals.
The teacher consistently establishes a climate that allows both other students and the teacher to provide corrective information for incorrect responses.	The teacher establishes a climate that allows both other students and the teacher to provide corrective information for incorrect responses.	The teacher occasionally establishes a climate that allows both other students and the teacher to provide corrective information for incorrect responses.	The teacher rarely/never establishes a climate that allows both other students and the teacher to provide corrective information for incorrect responses.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> The teacher demonstrates support, courtesy, and respect with students, parents, staff, community members and other professionals.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> The teacher demonstrates support, courtesy, and respect with students, parents, staff, community members and other professionals.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> The teacher demonstrates support, courtesy, and respect with students, parents, staff, community members and other professionals.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> The teacher demonstrates support, courtesy, and respect with students, parents, staff, community members and other professionals.

SCORING CRITERIA GUIDE

Performance at the "Proficient" Level is based upon documentary evidence, as appropriate.
Documentary evidence may be collected over the entire appraisal period.

Domain VI: Professional Development			
VI-1. The teacher successfully engages in professional development activities that positively correlate with the goals of the campus and district.			
Things To Consider <ul style="list-style-type: none"> • Professional development activities are directly related to the goals, the objectives and priorities of the campus or district. • Professional development activities correlate to subject matter and past performance appraisal. • Evidence of knowledge and skills from professional development activities are integrated in the instructional program. • The teacher uses a variety of professional development models appropriate to the needs of students. (See Commissioner's Rules 153.1011(d)). Quality: Look for evidence of alignment and strength through the Teacher Self-Report. How does the teacher make connections between goals and objectives, the professional development, and his/her own practice? Quantity: Focus is on integrating practice, not the number of professional development activities. Information is primarily provided through the Teacher Self-Report.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
QUALITY Professional development activities consistently, thoughtfully, and positively correlate with the Teacher Self-Report and with the teacher's performance appraisal.	QUALITY Professional development activities correlate with the Teacher Self-Report and with the teacher's performance appraisal.	QUALITY Professional development activities occasionally positively correlate with the Teacher Self-Report and/or with the teacher's performance appraisal.	QUALITY Professional development activities rarely/never positively correlate with the Teacher Self-Report and/or with the teacher's performance appraisal.
Professional development activities consistently, positively and continuously correlate with the goals of the campus and the district.	Professional development activities correlate with the goals of the campus and the district.	Professional development activities occasionally positively correlate with the goals of the campus and the district.	Professional development activities rarely/never positively correlate with the goals of the campus and the district.
Professional development activities consistently result in significantly different, improved teaching and learning in the teacher's classroom.	Professional development activities result in different, improved teaching and learning in the teacher's classroom.	Professional development activities occasionally result in different, improved teaching and learning in the teacher's classroom.	Professional development activities rarely/never result in different, improved teaching and learning in the teacher's classroom.
Teacher consistently, continuously seeks out professional development opportunities, which are designed to improve teaching and learning.	Teacher seeks out professional development opportunities, which are designed to improve teaching and learning.	Teacher occasionally seeks out professional development opportunities, which are designed to improve teaching and learning.	Teacher rarely/never seeks out professional development opportunities, which are designed to improve teaching and learning.
Teacher choices for professional development consistently and continuously focus on better understanding of and improved practices for the unique needs and characteristics of students.	Teacher choices for professional development focus on better understanding of and improved practices for the unique needs and characteristics of students.	Teacher choices for professional development occasionally focus on better understanding of and improved practices for the unique needs and characteristics of students.	Teacher choices for professional development rarely/never focus on better understanding of and improved practices for the unique needs and characteristics of students.
The teacher provides formal/informal leadership in working constructively with other professionals for continuous growth and development toward meeting the needs of students and the goals of the campus/district.	The teacher works constructively with other professionals for continuous growth and development toward meeting the needs of students and the goals of the campus/district.	The teacher occasionally works constructively with other professionals for continuous growth and development toward meeting the needs of students and the goals of the campus/district.	The teacher rarely/never works constructively with other professionals for continuous growth and development toward meeting the needs of students and the goals of the campus/district.

SCORING CRITERIA GUIDE

Performance at the "Proficient" Level is based upon documentary evidence, as appropriate.
Documentary evidence may be collected over the entire appraisal period.

Domain VI-1 Continued

<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> The teacher successfully integrates professional development activities into instruction.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> The teacher successfully integrates professional development activities into instruction.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> The teacher successfully integrates professional development activities into instruction.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> The teacher successfully integrates professional development activities into instruction.
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SCORING CRITERIA GUIDE

Performance at the "Proficient" Level is based upon documentary evidence, as appropriate.
Documentary evidence may be collected over the entire appraisal period.

Domain VI: Professional Development			
VI-2. The teacher successfully correlates professional development activities with assigned subject content and the varied needs of students.			
Things To Consider			
<ul style="list-style-type: none"> • Professional development activities are directly related to the assigned grade level and/or subject content. • Professional development activities are directly related to the needs of students. • Evidence that knowledge and skills from professional development activities are integrated in the instructional program. 			
Quality: Look for evidence of strength, impact, variety and alignment through the Teacher Self-Report. The teacher makes connections between goals and objectives, the professional development, and his/her own practice.			
Quantity: Focus is on integrating practice, not the number of professional development activities. Information is primarily provided through the Teacher Self-Report.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
QUALITY Professional development activities consistently result in significantly different, improved teaching and learning in the teacher's classroom.	QUALITY Professional development activities result in different, improved teaching and learning in the teacher's classroom.	QUALITY Professional development activities occasionally result in different, improved teaching and learning in the teacher's classroom.	QUALITY Professional development activities rarely/never result in different, improved teaching and learning in the teacher's classroom.
Professional development activities consistently, thoughtfully correlate with the Teacher Self-Report and with the teacher's performance appraisal.	Professional development activities correlate with the Teacher Self-Report and with the teacher's performance appraisal.	Professional development activities occasionally correlate with the Teacher Self-Report and/or with the teacher's performance appraisal.	Professional development activities rarely/never correlate with the Teacher Self-Report and/or with the teacher's performance appraisal.
Teacher consistently and continuously seeks out professional development opportunities, which are designed to improve teaching and learning in the content area and grade, level at which the teacher teaches.	Teacher seeks out professional development opportunities, which are designed to improve teaching and learning in the content area and grade, level at which the teacher teaches.	Teacher occasionally seeks out professional development opportunities, which are designed to improve teaching and learning in the content area and grade, level at which the teacher teaches.	Teacher rarely/never seeks out professional development opportunities, which are designed to improve teaching and learning in the content area and grade, level at which the teacher teaches.
Teacher choices for professional development consistently and continuously focus on better understanding of and improved practices for the unique needs and characteristics of students.	Teacher choices for professional development focus on better understanding of and improved practices for the unique needs and characteristics of students.	Teacher choices for professional development occasionally focus on better understanding of and improved practices for the unique needs and characteristics of students.	Teacher choices for professional development rarely/never focus on better understanding of and improved practices for the unique needs and characteristics of students.
The teacher takes a leadership role in working constructively with other professionals for continuous growth and development toward meeting the needs of students and the goals of the campus/district.	The teacher works constructively with other professionals for continuous growth and development toward meeting the needs of students and the goals of the campus/district.	The teacher occasionally works constructively with other professionals for continuous growth and development toward meeting the needs of students and the goals of the campus/district.	The teacher rarely/never works constructively with other professionals for continuous growth and development toward meeting the needs of students and the goals of the campus/district.
QUANTITY ALMOST ALL OF THE TIME (90-100%) The teacher engages in professional development activities that are related to the assigned grade level/subject area(s).	QUANTITY MOST OF THE TIME (80-89%). The teacher engages in professional development activities that are related to the assigned grade level/subject area(s).	QUANTITY SOME OF THE TIME (50-79%) The teacher engages in professional development activities that are related to the assigned grade level/subject area(s).	QUANTITY LESS THAN HALF OF THE TIME (0-49%) The teacher engages in professional development activities that are related to the assigned grade level/subject area(s).
The teacher engages in professional development activities that are directly related to the needs/characteristics of students.	The teacher engages in professional development activities that are directly related to the needs/characteristics of students.	The teacher engages in professional development activities that are directly related to the needs/characteristics of students.	The teacher engages in professional development activities that are directly related to the needs/characteristics of students.

SCORING CRITERIA GUIDE

Performance at the “Proficient” Level is based upon documentary evidence, as appropriate.
Documentary evidence may be collected over the entire appraisal period.

Domain VI: Professional Development			
VI-3. The teacher successfully engages in professional development activities that positively correlate with the prior performance appraisal.			
Things To Consider <ul style="list-style-type: none"> • Professional development activities directly relate to the teacher’s prior performance appraisal or analysis of needs. • Evidence that knowledge and skills from professional development activities are integrated in the instructional program. • Continuous improvement. Quality: Focus on how the teacher utilizes reflection and feedback for enhancing student learning. The teacher makes connections between prior performance/analysis of needs and his/her own professional development, and practice. Look for evidence of strength, impact, variety, and alignment through the Teacher Self-Report. Quantity: Focus is on integrating practice, not the number of professional development activities. Information is primarily provided through the Teacher Self-Report.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> Professional development activities consistently result in significantly different, improved teaching and learning in the teacher’s classroom.	<u>QUALITY</u> Professional development activities result in different, improved teaching and learning in the teacher’s classroom.	<u>QUALITY</u> Professional development activities occasionally result in different, improved teaching and learning in the teacher’s classroom.	<u>QUALITY</u> Professional development activities rarely/never result in different, improved teaching and learning in the teacher’s classroom.
Professional development activities consistently and continuously correlate with the goals of the campus and the district	Professional development activities correlate with the goals of the campus and the district.	Professional development activities occasionally correlate with the goals of the campus and the district.	Professional development activities rarely/never correlate with the goals of the campus and the district.
The teacher consistently and continuously seeks out professional development opportunities, which are designed to improve teaching and learning based on prior performance appraisal.	The teacher continuously seeks out professional development opportunities, which are designed to improve teaching and learning based on prior performance appraisal.	The teacher occasionally seeks out professional development opportunities, which are designed to improve teaching and learning based on prior performance appraisal.	The teacher rarely/never seeks out professional development opportunities, which are designed to improve teaching and learning based on prior performance appraisal.
Teacher choices for professional development continuously focus on better understanding of and improved practices for the unique needs and characteristics of students.	Teacher choices for professional development focus on better understanding of improved practices for the unique needs and characteristics of students.	Teacher choices for professional development occasionally focus on better understanding of and improved practices for the unique needs and characteristics of students.	Teacher choices for professional development rarely/never focus on better understanding of and improved practices for the unique needs and characteristics of students.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> The teacher engages in professional development that is directly related to the teacher’s prior performance appraisal or analysis of needs.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89 %).</u> The teacher engages in professional development that is directly related to the teacher’s prior performance appraisal or analysis of needs.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> The teacher engages in professional development that is directly related to the teacher’s prior performance appraisal or analysis of needs.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> The teacher engages in professional development that is directly related to the teacher’s prior performance appraisal or analysis of needs.

SCORING CRITERIA GUIDE

Performance at the “Proficient” Level is based upon documentary evidence, as appropriate.
Documentary evidence may be collected over the entire appraisal period.

Domain VI: Professional Development			
VI-4. The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.			
Things To Consider <ul style="list-style-type: none"> • Teacher actively engages with colleagues in professional activities. • Teacher engages in professional development activities in accordance with district/campus goals, objectives, policies, and directives. • Collaborative activities are focused on improvement of student performance. Quality: Look for evidence of strength, impact, variety, and alignment in implementation of knowledge and skills or collaborative activities, which impact overall student performance. Quantity: Look for repeated evidence of formal/informal membership in collaborative partnerships or groups. Focus is on the appropriate level of participation/collaboration, not the number of groups or number of meetings.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> The teacher consistently works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.	<u>QUALITY</u> The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.	<u>QUALITY</u> The teacher occasionally works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.	<u>QUALITY</u> The teacher rarely/never works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.
Continuous collaborative professional development activities of the teacher consistently result in different, improved teaching and learning in the teacher's classroom and in the school.	Continuous collaborative professional development activities of the teacher result in different, improved teaching and learning in the teacher's classroom and in the school.	Continuous collaborative professional development activities of the teacher occasionally result in different, improved teaching and learning in the teacher's classroom and in the school.	Continuous collaborative professional development activities of the teacher rarely/never result in different, improved teaching and learning in the teacher's classroom and in the school.
The teacher consistently encourages, fosters and participates in collaborative professional development that furthers campus and district goals.	The teacher encourages, fosters and participates in collaborative professional development that furthers campus and district goals.	Professional development activities of the teacher occasionally positively correlate with the goals of the campus and the district.	Professional development activities of the teacher rarely/never positively correlate with the goals of the campus and the district.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> Teacher actively engages with colleagues in professional activities.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> Teacher actively engages with colleagues in professional activities.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> Teacher actively engages with colleagues in professional activities.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> Teacher actively engages with colleagues in professional activities.
Teacher engages in professional development activities in accordance with district/campus goals, objectives, policies and directives.	Teacher engages in professional development activities in accordance with district/campus goals, objectives, policies and directives.	Teacher engages in professional development activities in accordance with district/campus goals, objectives, policies and directives.	Teacher engages in professional development activities in accordance with district/campus goals, objectives, policies and directives.

SCORING CRITERIA GUIDE

Performance at the “Proficient” Level is based upon documentary evidence, as appropriate.
Documentary evidence may be collected over the entire appraisal period.

Domain VII: Compliance with Policies, Operating Procedures, and Requirements			
VII-1. The teacher complies with all of the policies, operating procedures, and legal requirements (national, state, district, and campus). Any lack of compliance is rare, inadvertent, and does not seriously compromise the needs of students or the effective operations of the campus/district.			
Things To Consider			
<ul style="list-style-type: none"> • Teacher complies with all policies. • Teacher complies with all procedures. • Teacher complies with all legal requirements. 			
Quality: Look for impact and strength of non-compliance on the needs of the students. Look for impact and strength of non-compliance on the effective operation of the campus/district.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> The teacher consistently provides formal/informal leadership in developing; communicating; interpreting; applying policies, operating procedures, and/or legal requirements (national, state, district, and campus).	<u>QUALITY</u> The teacher complies with all the policies, operating procedures, and legal requirements (national, state, district, and campus). Any lack of compliance is rare, inadvertent, and/or does not seriously compromise the needs of students or the effective and legal operation of the campus/district.	<u>QUALITY</u> The teacher occasionally complies with all the policies, operating procedures, and legal requirements (national, state, district, and campus). In instances of non-compliance, the needs of the students or the effective operations of the campus/district may be compromised.	<u>QUALITY</u> The teacher rarely/never complies with all the policies, operating procedures, and legal requirements (national, state, district, and campus). The lack of compliance is frequent and/or seriously compromises the needs of students and/or the effective and legal operation of the campus/district.

NOTE: (1) The “Proficient” Standard in the Domain is HIGHER due to needs for consistency and safety.
Exceeds Expectations requires participation in the development of discipline and other management procedures.

SCORING CRITERIA GUIDE

Performance at the “Proficient” Level is based upon documentary evidence, as appropriate.
Documentary evidence may be collected over the entire appraisal period.

Domain VII: Compliance with Policies, Operating Procedures, and Requirements			
VII-2. The teacher generally complies with all of the verbal and written directives. Any lack of compliance is rare, inadvertent, and does not seriously compromise the needs of students or the effective operations of the campus/district.			
Things To Consider			
<ul style="list-style-type: none"> • Teacher compliance with all verbal directives. • Teacher compliance with all written directives. 			
Quality: Impact and strength of non-compliance on the needs of the students. Impact and strength of non-compliance on the effective operation of the campus/district.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> The teacher consistently complies with all verbal and written directives.	<u>QUALITY</u> The teacher complies with all verbal and written directives. Any lack of compliance with verbal and written directives is rare, inadvertent, and/or does not seriously compromise the needs of students or the effective and legal operation of the campus/district.	<u>QUALITY</u> The teacher occasionally complies with all verbal and written directives. In instances of non-compliance, the needs of the students or the effective operations of the campus/district may be compromised.	<u>QUALITY</u> The teacher rarely/never complies with all verbal and written directives. The lack of compliance with verbal and written directives is frequent and/or seriously compromises the needs of students and/or the effective and legal operation of the campus/district.
The teacher consistently provides formal/informal leadership in developing; communicating; interpreting; applying verbal and written directives.	The teacher provides formal/informal leadership in developing; communicating; interpreting; applying verbal and written directives.	The teacher occasionally participates in developing; communicating; interpreting; applying verbal and written directives.	The teacher rarely/never participates in developing; communicating; interpreting; applying verbal and written directives.

NOTE: (1) The “Proficient” Standard in the Domain is HIGHER due to needs for consistency and safety.
Exceeds Expectations requires participation in the development of discipline and other management procedures.

SCORING CRITERIA GUIDE

Performance at the “Proficient” Level is based upon documentary evidence, as appropriate.
Documentary evidence may be collected over the entire appraisal period.

Domain VII: Compliance with Policies, Operating Procedures, and Requirements			
VII-3. Apart from classroom responsibilities, the teacher generally contributes to making the whole school safe and orderly, and a stimulating learning environment for all children.			
Things To Consider			
<ul style="list-style-type: none"> • Teacher contributes to making the whole school safe. • Teacher contributes to making the whole school orderly. • Teacher contributes to creating a stimulating environment. 			
Quality: Teacher contributes to establishing a secure and supportive environment. Teacher is highly visible. Teacher intervenes appropriately to maintain a safe, orderly school environment.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> The teacher consistently and continuously contributes to making the school a safe and orderly environment for all students.	<u>QUALITY</u> The teacher contributes to making the school a safe and orderly environment for all students.	<u>QUALITY</u> The teacher occasionally contributes to making the school a safe and orderly environment for all students.	<u>QUALITY</u> The teacher rarely/never contributes to making the school a safe and orderly environment for all students.
The teacher consistently and continuously contributes to making the school a stimulating environment for all students.	The teacher contributes to making the school a stimulating environment for all students.	The teacher occasionally contributes to making the school a stimulating environment for all students.	The teacher rarely/never contributes to making the school a stimulating environment for all students.
The teacher consistently takes appropriate, professional initiative to monitor and supervise students.	The teacher takes appropriate, professional initiative to monitor and supervise students.	The teacher occasionally takes appropriate, professional initiative to monitor and supervise students.	The teacher rarely/never takes appropriate, professional initiative to monitor and supervise students.
The teacher is consistently visible in areas of the school where students gather or are likely to gather.	The teacher is visible in areas of the school where students gather or are likely to gather.	The teacher is occasionally visible in areas of the school where students gather or are likely to gather.	The teacher is rarely/never visible in areas of the school where students gather or are likely to gather.
The teacher consistently takes appropriate initiatives to make the school a stimulating environment for students.	The teacher takes appropriate initiatives to make the school a stimulating environment for students.	Teacher occasionally takes appropriate initiatives to make the school a stimulating environment for students.	Teacher rarely/never takes appropriate initiatives to make the school a stimulating environment for students.
Teacher consistently takes actions, which make the school a positive environment for students.	Teacher takes actions, which make the school a positive environment for students.	Teacher occasionally takes actions, which make the school a positive environment for students.	Teacher rarely/never takes actions, which make the school a positive environment for students.

NOTE: (1) The “Proficient” Standard in the Domain is HIGHER due to needs for consistency and safety.
Exceeds Expectations requires participation in the development of discipline and other management procedures.

SCORING CRITERIA GUIDE

Performance at the “Proficient” Level is based upon documentary evidence, as appropriate.

Documentary evidence may be collected over the entire appraisal period.

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Domain VIII: Improvement of Academic Performance for All Students on the Campus (Based on Indicators included in the AEIS)			
VIII.A-1. The teacher aligns instruction to include appropriate TEKS/TAKS objectives to support student achievement in all assigned classes.			
Things To Consider			
<ul style="list-style-type: none"> • Teacher instruction of TEKS/TAKS objectives connected to the subject matter and content. • Instructional planning reflects the inclusion of TEKS/TAKS objectives connected to the subject matter and content. 			
Quality: Look for appropriate connections to the subject matter and content. Look for strength, impact, variety, and alignment of instructional delivery to TEKS/TAKS objectives.			
Quantity: All classes receive instruction on appropriate TEKS/TAKS objectives.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> There is consistent evidence of student success in using/applying the skills supportive of the TEKS/TAKS objectives in the curriculum. TEKS/TAKS objectives are consistently integrated in to regular subject matter and content.	<u>QUALITY</u> There is evidence of student success in using/applying the skills supportive of the TEKS/TAKS objectives in the curriculum. TEKS/TAKS objectives are integrated in to regular subject matter and content.	<u>QUALITY</u> There is occasional evidence of student success in using/applying the skills supportive of the TEKS/TAKS objectives in the curriculum.	<u>QUALITY</u> There is little/no evidence of student success in using/applying the skills supportive of the TEKS/TAKS objectives in the curriculum.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> The teacher aligns instruction to appropriate TEKS/TAKS objectives in all assigned classes.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> The teacher aligns instruction to appropriate TEKS/TAKS objectives in all assigned classes.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> The teacher aligns instruction to appropriate TEKS/TAKS objectives in all assigned classes.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> The teacher aligns instruction to appropriate TEKS/TAKS objectives in all assigned classes.
TEKS/TAKS objectives are integrated in to regular subject matter and content.	TEKS/TAKS objectives are integrated in to regular subject matter and content.	TEKS/TAKS objectives are integrated in to regular subject matter and content.	TEKS/TAKS objectives are integrated in to regular subject matter and content.

SCORING CRITERIA GUIDE

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Domain VIII: Improvement of Academic Performance for All Students on the Campus (Based on Indicators included in the AEIS)			
VIII.A-2. The teacher analyzes TAKS performance data relevant to all students in assigned classes prior to beginning instruction.			
Things To Consider			
<ul style="list-style-type: none"> • Instructional planning reflects an analysis of TAKS performance data. • TAKS performance data is analyzed prior to beginning instruction. 			
Quality: Individual student needs are addressed. Documentary evidence is used to support performance level.			
Quantity: TAKS performance data is relevant for all assigned students.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> Instructional planning consistently reflects that TAKS performance data has been analyzed in collaboration with other professionals prior to the beginning of instruction.	<u>QUALITY</u> Instructional planning reflects that TAKS performance data has been analyzed prior to the beginning of instruction.	<u>QUALITY</u> Instructional planning occasionally reflects that TAKS performance data has been analyzed prior to the beginning of instruction.	<u>QUALITY</u> Instructional planning rarely/never reflects that TAKS performance data has been analyzed prior to the beginning of instruction.
The teacher provides formal/informal leadership in instructional planning which consistently shows evidence of addressing individual student needs as identified in the campus improvement plan.	Instructional planning shows evidence of addressing individual student needs as identified in the campus improvement plan.	Instructional planning shows occasional evidence of addressing individual student needs as identified in the campus improvement plan.	Instructional planning shows little or no evidence of addressing individual student needs as identified in the campus improvement plan.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> The teacher analyzes TAKS performance data relevant to all students in assigned classes prior to beginning instruction.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> The teacher analyzes TAKS performance data relevant to all students in assigned classes prior to beginning instruction.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> The teacher analyzes TAKS performance data relevant to all students in assigned classes prior to beginning instruction.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> The teacher analyzes TAKS performance data relevant to all students in assigned classes prior to beginning instruction.
The teacher acts on the analyzed data by incorporating TEKS/TAKS objectives for remediation and/or reinforcement into all subject matter and content.	The teacher acts on the analyzed data by incorporating TEKS/TAKS objectives for remediation and/or reinforcement into all regular subject matter and content.	The teacher acts on the analyzed data by incorporating TEKS/TAKS objectives for remediation and/or reinforcement into all subject matter and content.	The teacher acts on the analyzed data by incorporating TEKS/TAKS objectives for remediation and/or reinforcement into all subject matter and content.

SCORING CRITERIA GUIDE

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Domain VIII: Improvement of Academic Performance for All Students on the Campus (Based on Indicators included in the AEIS)			
VIII.A-3. The teacher adjusts the sequencing of classroom instruction to appropriately incorporate TEKS/TAKS objectives.			
Things To Consider <ul style="list-style-type: none"> • Instructional delivery shows evidence of task analysis of TAKS performance data. • Teacher adjusts the classroom content to include TEKS/TAKS objectives. • Teacher adjusts the sequence of instruction in response to the timing of the TAKS test administration. Quality: Look for the appropriateness of the sequence adjustment. Look for strength, impact, variety, and alignment of the sequence with the TAKS test administration. Quantity: Adjustments are relevant for all students.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> The teacher collaborates and/or provides formal/informal leadership, which encourages other colleagues to align classroom content, and sequence of instruction with skills supportive of the TEKS/TAKS objectives across content areas and grade levels.	<u>QUALITY</u> The teacher aligns classroom content and sequence of instruction with the skills supportive of the TEKS/TAKS objectives.	<u>QUALITY</u> The teacher occasionally aligns classroom content and sequence of instruction with the skills supportive of the TEKS/TAKS objectives.	<u>QUALITY</u> The teacher rarely/never aligns classroom content and sequence of instruction with the skills supportive of the TEKS/TAKS objectives.
There is consistent evidence that indicates student success has resulted due to appropriate sequence and alignment of the skills supportive of the TEKS/TAKS objectives.	There is evidence that indicates student success has resulted due to appropriate sequence and alignment of the skills supportive of the TEKS/TAKS objectives.	There is some evidence that indicates student success has resulted due to appropriate sequence and alignment of the skills supportive of the TEKS/TAKS objectives.	There is little/ no evidence that indicates student success has resulted due to appropriate sequence and alignment of the skills supportive of the TEKS/TAKS objectives.
Student needs as identified in the Campus Improvement Plan are consistently reflected in the sequence of instruction and instructional delivery.	Student needs as identified in the Campus Improvement Plan are reflected in the sequence of instruction and instructional delivery.	Student needs as identified in the Campus Improvement Plan are occasionally reflected in the sequence of instruction and instructional delivery.	Student needs as identified in the Campus Improvement Plan are rarely/never reflected in the sequence of instruction and instructional delivery.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> The teacher adjusts the sequencing of classroom instruction for all students to appropriately incorporate TEKS/TAKS objectives.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> The teacher adjusts the sequencing of classroom instruction for all students to appropriately incorporate TEKS/TAKS objectives.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> The teacher adjusts the sequencing of classroom instruction for all students to appropriately incorporate TEKS/TAKS objectives.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> The teacher adjusts the sequencing of classroom instruction for all students to appropriately incorporate TEKS/TAKS objectives.
Skills supportive of the TEKS/TAKS objectives are integrated into all subject areas.	Skills supportive of the TEKS/TAKS objectives are integrated into all subject areas.	Skills supportive of the TEKS/TAKS objectives are integrated into all subject areas.	Skills supportive of the TEKS/TAKS objectives are integrated into all subject areas.

SCORING CRITERIA GUIDE

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Domain VIII: Improvement of Academic Performance for All Students on the Campus (Based on Indicators included in the AEIS)			
VIII.A-4. The teacher selects/adapts instructional materials and activities that are correlated with appropriate TEKS/TAKS objectives.			
Things To Consider			
<ul style="list-style-type: none"> • Teacher selects/adapts materials and techniques to support TEKS/TAKS objectives. • Teacher selects/adapts activities and strategies to support TEKS/TAKS objectives. • Teacher selects/adapts materials, techniques, activities, and strategies appropriate for the unique needs/characteristics of the students to support TEKS/TAKS objectives. 			
Quality: Look for strength, impact, variety, and alignment of strategies/techniques with appropriate TEKS/TAKS objectives. Look for strength, impact, variety, and alignment of material with appropriate TEKS/TAKS objectives. Look for strength, impact, variety, and alignment of activities with appropriate TEKS/TAKS objectives.			
Quantity: All materials and activities are appropriate.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> The teacher consistently utilizes a variety of creative, unique, and/or innovative instructional materials and techniques that are supportive of the skills that are correlated to the TEKS/TAKS objectives.	<u>QUALITY</u> The teacher utilizes instructional materials and techniques, which are supportive of the skills that are correlated with appropriate TEKS/TAKS objectives.	<u>QUALITY</u> The teacher occasionally utilizes instructional materials and techniques, which are supportive of the skills that are correlated with appropriate TEKS/TAKS objectives.	<u>QUALITY</u> The teacher rarely/never utilizes instructional materials and techniques, which are supportive of the skills that are correlated with appropriate TEKS/TAKS objectives.
The teacher consistently utilizes a variety of creative, unique, and/or innovative instructional strategies and activities, which are supportive of the skills that are correlated to the TEKS/TAKS objectives.	The teacher utilizes instructional strategies and activities, which are supportive of the skills that are correlated with appropriate TEKS/TAKS objectives.	The teacher occasionally utilizes instructional strategies and activities, which are supportive of the skills that are correlated with appropriate TEKS/TAKS objectives.	The teacher rarely/never utilizes instructional strategies and activities, which are supportive of the skills that are correlated with appropriate TEKS/TAKS objectives.
The teacher consistently utilizes a variety of creative, unique, and/or innovative instructional materials and techniques that are selected because of their relevance to the unique characteristics of the students.	The teacher utilizes instructional materials and techniques that are selected because of their relevance to the unique needs/characteristics of the students.	The teacher occasionally utilizes instructional materials and techniques that are selected because of their relevance to the unique needs/characteristics of the students.	The teacher rarely/never utilizes instructional materials and techniques that are selected because of their relevance to the unique needs/characteristics of the students.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> The teacher selects/adapts instructional materials and activities that are correlated with appropriate TEKS/TAKS objectives.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> The teacher selects/adapts instructional materials and activities that are correlated with appropriate TEKS/TAKS objectives.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> The teacher selects/adapts instructional materials and activities that are correlated with appropriate TEKS/TAKS objectives.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> The teacher selects/adapts instructional materials and activities that are correlated with appropriate TEKS/TAKS objectives.
Students are successful in learning the skills supportive of the TEKS/TAKS objectives.	Students are successful in learning the skills supportive of the TEKS/TAKS objectives.	Students are successful in learning the skills supportive of the TEKS/TAKS objectives.	Students are successful in learning the skills supportive of the TEKS/TAKS objectives.

SCORING CRITERIA GUIDE

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Domain VIII: Improvement of Academic Performance for All Students on the Campus			
VIII.A-5. The teacher provides feedback to all students regarding their learning progress on appropriate TEKS/TAKS objectives.			
Things To Consider <ul style="list-style-type: none"> Teacher instruction demonstrates awareness of TEKS/TAKS objectives appropriate to the content, subject matter, grade level, and curriculum. Feedback is provided and provisions made for students to use the feedback in their learning. Quality: Appropriate TEKS/TAKS objectives are addressed. Students are aware of their learning progress on TEKS/TAKS objectives. Quantity: Feedback is consistently provided in a timely manner.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> The teacher consistently provides a variety of creative, unique, and/or innovative activities and opportunities for students to use feedback to help them improve their performance on the skills supportive of the TEKS/TAKS objectives.	<u>QUALITY</u> The teacher provides activities and opportunities for students to use feedback to help them improve their performance on the skills supportive of the TEKS/TAKS objectives.	<u>QUALITY</u> The teacher occasionally provides activities and opportunities for students to use feedback to help them improve their performance on the skills supportive of the TEKS/TAKS objectives.	<u>QUALITY</u> The teacher rarely/never provides activities and opportunities for students to use feedback to help them improve their performance on the skills supportive of the TEKS/TAKS objectives.
The teacher consistently provides a variety of creative, unique, and/or innovative activities and strategies to help students understand their own strengths and weaknesses on skills supportive of TEKS/TAKS objectives.	Feedback on performance provided by the teacher helps students understand their own strengths and weaknesses on skills supportive of the TEKS/TAKS objectives.	Feedback on performance provided by the teacher occasionally helps students understand their own strengths and weaknesses on skills supportive of the TEKS/TAKS objectives.	Feedback on performance provided by the teacher rarely/never helps students understand their own strengths and weaknesses on skills supportive of the TEKS/TAKS objectives.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> The teacher provides timely feedback to all students regarding their learning progress on appropriate TEKS/TAKS objectives.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> The teacher provides timely feedback to all students regarding their learning progress on appropriate TEKS/TAKS objectives.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> The teacher provides timely feedback to all students regarding their learning progress on appropriate TEKS/TAKS objectives.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> The teacher provides timely feedback to all students regarding their learning progress on appropriate TEKS/TAKS objectives.

SCORING CRITERIA GUIDE

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Domain VIII: Improvement of Academic Performance for All Students on the Campus			
VIII.B-6. The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, and other school officials for students with serious attendance problems.			
Things To Consider (*)			
<ul style="list-style-type: none"> • Teacher maintains accurate attendance records and identifies chronic attendance problems that affect student learning. • Teacher works with appropriate staff to improve student attendance. • Teacher works with students and parents to improve student attendance. 			
Quality: Teacher identifies and implements strategies/techniques that promote regular attendance.			
Quantity: Teacher monitors attendance of all students.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> The teacher consistently identifies and implements creative, unique, and/or innovative strategies/techniques that promote attendance.	<u>QUALITY</u> The teacher identifies and implements strategies/techniques that promote attendance.	<u>QUALITY</u> The teacher occasionally identifies and implements strategies/techniques that promote attendance.	<u>QUALITY</u> The teacher rarely/never identifies and implements strategies/techniques that promote attendance.
The teacher consistently establishes on-going partnerships with parents/other school officials to improve attendance.	The teacher establishes on-going partnerships with parents/other school officials to improve attendance.	The teacher occasionally establishes on-going partnerships with parents/other school officials to improve attendance.	The teacher rarely/never establishes partnerships with parents/other school officials to improve attendance.
The teacher consistently establishes appropriate relationships with individual students, which result in improved attendance.	The teacher establishes appropriate relationships with individual students, which results in improved attendance.	The teacher occasionally establishes appropriate relationships with individual students, which results in improved attendance.	The teacher rarely/never establishes appropriate relationships with individual students, which results in improved attendance.
There is consistent improvement in the attendance of significant number of students.	There is improvement in the attendance of significant number of students.	There is occasional improvement in the attendance of significant number of students.	There is little or no improvement in the attendance of significant number of students.
The teacher consistently modifies the classroom-learning environment to encourage student attendance. Improvement in attendance results.	The teacher modifies the classroom-learning environment to encourage student attendance. Improvement in attendance results.	The teacher occasionally modifies the classroom environment to encourage student attendance. Some improvement in attendance results.	The teacher rarely/never modifies the classroom environment to encourage student attendance. Little/no improvement in attendance results.
The teacher consistently modifies the curriculum and instruction to encourage student attendance. Improvement in attendance results.	The teacher modifies the curriculum and instruction to encourage student attendance. Improvement in attendance results.	The teacher occasionally modifies the curriculum and instruction to encourage student attendance. Some improvement in attendance results.	The teacher rarely/never modifies the curriculum and instruction to encourage student attendance. Little/no improvement in attendance results.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, and other school officials for students with serious attendance problems.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, and other school officials for students with serious attendance problems.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, and other school officials for students with serious attendance problems.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, and other school officials for students with serious attendance problems.
The teacher maintains accurate records and reports on student attendance.	The teacher maintains accurate records and reports on attendance.	The teacher maintains accurate records and reports on student attendance.	The teacher maintains accurate records and reports on student attendance.

* Although attendance is not a criteria indicator in the state accountability campus rating, the academic performance of students is largely dependent on being present in school.

SCORING CRITERIA GUIDE

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Domain VIII: Improvement of Academic Performance for All Students on the Campus			
VIII.C-7. The teacher identifies and assesses the needs of assigned students who are in at-risk situations.			
Things To Consider			
<ul style="list-style-type: none"> • Teacher assesses instructional needs of students in at-risk situations. • Teacher uses appropriate strategies to improve learning for students in at-risk-situations. 			
Quality: Teacher ensures that all students in special populations are provided opportunities to succeed. Teacher monitors the progress of students in at-risk situations. Look for impact and alignment of strategies with needs of students in at-risk situations.			
Quantity: Teacher consistently meets the needs of students in at-risk situations.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> The teacher consistently identifies and assesses the needs of students who are in at-risk situations.	<u>QUALITY</u> The teacher identifies and assesses the needs of students who are in at-risk situations.	<u>QUALITY</u> The teacher occasionally identifies and assesses the needs of students who are in at-risk situations.	<u>QUALITY</u> The teacher rarely/never identifies and assesses the needs of students who are in at-risk situations.
The teacher consistently identifies and implements creative, unique, and/or innovative strategies/techniques that result in significant changes in success/behavior for students who are in at-risk situations.	The teacher identifies and implements strategies/techniques that result in changes in success/behavior for students who are in at-risk situations.	The teacher occasionally identifies and implements strategies/techniques that result in some changes in success/behavior for students who are in at-risk situations.	The teacher rarely/ never identifies and implements strategies/techniques; there are almost no/no changes in success/behavior for students who are in at-risk situations.
The teacher consistently establishes on-going partnerships with parents/other school officials that result in changes in success/behavior for students who are in at-risk situations.	The teacher establishes on-going partnerships with parents/other school officials that result in changes in success/behavior for students who are in at-risk situations.	The teacher occasionally establishes on-going partnerships with parents/other school officials that result in some changes in success/behavior for students who are in at-risk situations.	The teacher rarely/never establishes on-going partnerships with parents/other school officials that result in almost no/no changes in success/behavior for students who are in at-risk situations.
The teacher consistently establishes appropriate relationships with individual students that result in changes in success/behavior for students who are in at-risk situations.	The teacher establishes appropriate relationships with individual students that result in changes in success/behavior for students who are in at-risk situations.	The teacher occasionally establishes appropriate relationships with individual students that result in changes in success/behavior for students who are in at-risk situations.	The teacher rarely/never establishes appropriate relationships with individual students that result in changes in success/behavior for students who are in at-risk situations.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> The teacher identifies and assesses the needs of assigned students who are in at-risk situations.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> The teacher identifies and assesses the needs of assigned students who are in at-risk situations.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> The teacher identifies and assesses the needs of assigned students who are in at-risk situations.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> The teacher identifies and assesses the needs of assigned students who are in at-risk situations.
The teacher takes action to meet the needs of assigned students who are in at-risk situations.	The teacher takes action to meet the needs of assigned students who are in at-risk situations.	The teacher takes action to meet the needs of assigned students who are in at-risk situations.	The teacher takes action to meet the needs of assigned students who are in at-risk situations.

SCORING CRITERIA GUIDE

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Domain VIII: Improvement of Academic Performance for All Students on the Campus			
VIII.C-8. The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention.			
Things To Consider <ul style="list-style-type: none"> • Teacher meets with students who are experiencing failure. • Teacher develops short-term and long-term educational plans. <p>Quality: Intervention plan meets the needs of individual students. Teacher meets individually with students who are experiencing failure. Look for strength, impact, variety, and alignment of intervention plan activities with student needs.</p> <p>Quantity: Focus on the results of interactions, not the number of interactions.</p>			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectation	Unsatisfactory
<u>QUALITY</u> The teacher consistently works cooperatively with students who are failing/in danger of failing to develop and implement a plan for intervention that results in improved student performance.	<u>QUALITY</u> The teacher works cooperatively with students who are failing/in danger of failing to develop and implement a plan for intervention that results in improved student performance.	<u>QUALITY</u> The teacher occasionally works cooperatively with students who are failing/in danger of failing to develop and implement a plan for intervention that results in improved student performance.	<u>QUALITY</u> The teacher rarely/never works cooperatively with students who are failing/in danger of failing to implement a plan for intervention.
Carrying out the plan consistently results in significantly improved performance for most students.	Carrying out the plan results in significantly improved performance for most students.	Carrying out the plan occasionally results in some improved performance for some students.	Carrying out the plan rarely/never results in little or no improvement in performance for most students.
The teacher consistently establishes on-going partnerships with parents/other school officials to improve student performance.	The teacher establishes on-going partnerships with parents/other school officials to improve student performance.	The teacher occasionally establishes on-going partnerships with parents/other school officials to improve student performance.	The teacher rarely/never establishes on-going partnerships with parents/other school officials to improve student performance.
The teacher consistently establishes appropriate relationships with individual students that result in improved performance.	The teacher establishes appropriate relationships with individual students that result in improved performance.	The teacher occasionally establishes appropriate relationships with individual students that result in improved performance.	The teacher rarely/never establishes appropriate relationships with individual students that result in improved performance.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention.

SCORING CRITERIA GUIDE

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Domain VIII: Improvement of Academic Performance for All Students on the Campus (*)			
VIII.C-9. The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations.			
Things To Consider			
<ul style="list-style-type: none"> • Teacher modifies/adapts materials for students in at-risk situations. • Teacher modifies/adapts instruction for students in at-risk situations. 			
Quality: Materials and instruction are appropriate for students in at-risk situations. Teacher is proactive in seeking out resources. Look for strength, impact, variety, and alignment of materials/instruction with specific risk factors and learning styles of students in at-risk situations.			
Quantity: Focus on the presence or absence of modifications/adaptations, when needed, for students in at-risk situations.			
Evaluation Criteria			
Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
<u>QUALITY</u> The teacher consistently modifies the classroom learning environment; resulting in changes in success/behavior for students who are in at-risk situations.	<u>QUALITY</u> The teacher modifies the classroom learning environment; resulting in changes in success/behavior for students who are in at-risk situations.	<u>QUALITY</u> The teacher occasionally modifies the classroom learning environment; resulting in some success/behavior change for students who are in at-risk situations.	<u>QUALITY</u> The teacher rarely/never modifies the classroom-learning environment, resulting in little/no success/behavior change for students who are in at-risk situations.
The teacher modifies the curriculum, instruction, and materials that consistently result in changes in success/behavior for students who are in risk situations.	The teacher modifies the curriculum, instruction, and materials that result in changes in success/behavior for students who are in at-risk situations.	The teacher occasionally modifies the curriculum, instruction, and materials. There is some success/behavior change for students who are in at-risk situations.	The teacher rarely/never modifies the curriculum, instruction, and materials. There is little/no success/behavior change for students who are in at-risk situations.
<u>QUANTITY</u> <u>ALMOST ALL OF THE TIME (90-100%)</u> The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations when appropriate.	<u>QUANTITY</u> <u>MOST OF THE TIME (80-89%)</u> The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations when appropriate.	<u>QUANTITY</u> <u>SOME OF THE TIME (50-79%)</u> The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations when appropriate.	<u>QUANTITY</u> <u>LESS THAN HALF OF THE TIME (0-49%)</u> The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations when appropriate.
The teacher is proactive in seeking out and using additional resources.	The teacher is proactive in seeking out and using additional resources.	The teacher is proactive in seeking out and using additional resources.	The teacher is proactive in seeking out and using additional resources.
The teacher is proactive in seeking out and acting on assistance from other professionals.	The teacher is proactive in seeking out and acting on assistance from other professionals.	The teacher is proactive in seeking out and acting on assistance from other professionals.	The teacher is proactive in seeking out and acting on assistance from other professionals.
The teacher is proactive in seeking out and acting on assistance from parents/community.	The teacher is proactive in seeking out and acting on assistance from parents/community.	The teacher is proactive in seeking out and acting on assistance from parents/community.	The teacher is proactive in seeking out and acting on assistance from parents/community.

* Campus performance includes the most recent [a] Campus Performance Rating as reported in the State accountability system (AEIS) and [b] Adequate Yearly Progress (AYP) as designated in the campus AYP report.