

Washington County School District

Teacher Evaluation Framework

Based on

Information found in:

Enhancing Professional Practice, a Framework for Teaching
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Association for Supervision and Curriculum Development

Planning and Preparation



Knowledge of Content and Pedagogy

Knowledge / Skill / Ability	🔔	🔗	PERFORMANCE LEVELS
Content Knowledge:			Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
			Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.
			Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.
			Teacher makes content errors or does not correct content errors students make.
Prerequisite Relationships Knowledge			Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
			Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.
			Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.
			Teacher displays little understanding of prerequisite knowledge important for student learning of the content.
Content Related Pedagogy Knowledge			Teacher displays continuing search for best practice and anticipates student misconceptions.
			Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.
			Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.
			Teacher displays little understanding of pedagogical issues involved in student learning of the content.



Demonstrating Knowledge of Students

Knowledge / Skill / Ability	🔔	🔗	PERFORMANCE LEVELS
Knowledge of Characteristics of Age Group			Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
			Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.
			Teacher displays generally accurate knowledge of developmental characteristics of age group
			Teacher displays minimal knowledge of developmental characteristics of age group.
Knowledge of Students' Varied Approaches to Learning			Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
			Teacher displays solid understanding of the different approaches to learning that different students exhibit.
			Teacher displays general understanding of the different approaches to learning that students exhibit.
			Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."
Knowledge of Students' Skills and Knowledge			Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs.
			Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.
			Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.
			Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.
Knowledge of Students' Interests and Cultural Heritage			Teacher displays knowledge of the interests or cultural heritage of each student.
			Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.
			Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.
			Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.

DEMONSTRATING KNOWLEDGE OF RESOURCES

Knowledge / Skill / Ability			PERFORMANCE LEVELS
VALUE: Goals represent high expectations for students; and reflect important learning and conceptual understanding, curriculum standards, and frameworks.			Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
			Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.
			Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.
			Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.
CLARITY: Goals are clearly stated as student learning and permit sound assessment.			All the goals are clear, written in the form of student learning, and permit viable methods of assessment.
			Most of the goals are clear but may include a few activities. Most permit viable methods of assessment.
			Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.
			Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.
SUITABILITY FOR DIVERSE STUDENTS: Goals reflect needs of all students in a class.			Goals take into account the varying learning needs of individual students or groups.
			All the goals are suitable for most students in the class.
			Most of the goals are suitable for most students in the class.
			Goals are not suitable for the class.
BALANCE: Goals represent opportunities for different types of learning. – for example... thinking as well as knowledge.			Goals reflect student initiative in establishing important learning.
			Goals reflect several different types of learning and opportunities for integration.
			Goals reflect several types of learning but no effort at coordination or integration.
			Goals reflect only one type of learning and one discipline or strand.

Demonstrating Knowledge of Resources

Knowledge / Skill / Ability			PERFORMANCE LEVELS
Resources for Teaching			In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example from professional organizations or through the community.
			Teacher is fully aware of all resources available through the school or district.
			Teacher displays limited awareness of resources available through the school or district.
			Teacher is unaware of resources available through the school or district.
Resources for Students			In addition to being aware of school and district resources teacher is aware of additional resources available through the community.
			Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.
			Teacher displays limited awareness of resources available through the school or district.
			Teacher is unaware of resources available to assist students who need them.

Designing Coherent Instruction

Knowledge / Skill / Ability	🔔	🔗	PERFORMANCE LEVELS
Learning Activities			Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
			Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.
			Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.
			Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.
Instructional Materials and Resources			All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
			All materials and resources support the instructional goals, and most engage students in meaningful learning.
			Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.
			Materials and resources do not support the instructional goals or engage students in meaningful learning.
Instructional Groups			Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
			Instructional groups are varied, as appropriate to the different instructional goals.
			Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.
			Instructional groups do not support the instructional goals and offer no variety.
Lesson and Unit Structure			The lesson's or unit's structure is clear and allows for different pathways according to student needs.
			The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.
			The lesson or unit has recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.
			The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.

Assessing Student Learning

Knowledge / Skill / Ability	🔔	🔗	PERFORMANCE LEVELS
Congruence with Instructional Goals			The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
			All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.
			Some of the instructional goals are assessed through the proposed approach, but many are not.
			Content and methods of assessment lack congruence with instructional goals.
Criteria and Standards			Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
			Assessment criteria and standards are clear and have been clearly communicated to students.
			Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.
			The proposed approach contains no clear criteria or standards.
Use for Planning			Students are aware of how they are meeting the established standards and participate in planning the next steps.
			Teacher uses assessment results to plan for individuals and groups of students.
			Teacher uses assessment results to plan for the class as a whole.
			The assessment results affect planning for these students only minimally.

The Classroom Environment

Creating an Environment of Respect and Rapport

Knowledge / Skill / Ability	🔔	🔔	PERFORMANCE LEVELS
Teacher Interaction with Students			Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
			Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.
			Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.
			Teacher interaction with at least some students in negative demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.
Student Interaction			Students demonstrate genuine caring for one another as individuals and as students.
			Student interactions are generally polite and respectful.
			Students do not demonstrate negative behavior toward one another.
			Student interactions are characterized by conflict, sarcasm, or put-downs.

Establishing a Culture for Learning

Knowledge / Skill / Ability	🔔	🔔	PERFORMANCE LEVELS
Importance of the Content			Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
			Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its values.
			Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.
			Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.
Student Pride in Work			Students take obvious pride in their work and initiate improvements in it, for example by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.
			Students accept teacher insistence on work of high quality and demonstrate pride in that work.
			Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of the work.
			Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.
Expectations for learning and achievement			Both students and teachers establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.
			Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.
			Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.
			Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.

Managing Classroom Procedures

Knowledge / Skill / Ability	🔔	🔗	PERFORMANCE LEVELS
Management of Instructional Groups	🔔	🔗	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
			Tasks for group work are organized, and groups are managed so most students are engaged at all times.
			Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.
			Students not working with the teacher are not productively engaged in learning.
Management of Transitions	🔔	🔗	Transitions are seamless, with students assuming some responsibility for efficient operation.
			Transitions occur smoothly, with little loss of instructional time.
			Transitions are sporadically efficient, resulting in some loss of instructional time.
			Much time is lost during transitions.
Management of Materials and Supplies	🔔	🔗	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
			Routines for handling materials and supplies occur smoothly, with little loss of instructional time.
			Routines for handling materials and supplies function moderately well.
			Materials are handled inefficiently, resulting in loss of instructional time.
Element of Evaluation of Non-instructional Duties	🔔	🔗	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
			Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.
			Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.
			Considerable instructional time is lost in performing non-instructional duties.
Supervision of Volunteers and Paraprofessionals	🔔	🔗	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.
			Volunteers and paraprofessionals are productively and independently engaged during the entire class.
			Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.
			Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.

Managing Student Behavior

Knowledge / Skill / Ability	🔔	🔗	PERFORMANCE LEVELS
Expectations	🔔	🔗	Standards of conduct are clear to all students and appear to have been developed with student participation.
			Standards of conduct are clear to all students.
			Standards of conduct appear to have been established for most situations, and most students seem to understand them.
			No standards of conduct appear to have been established or students are confused as to what the standards are.
Monitoring of Student Behavior	🔔	🔗	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
			Teacher is alert to student behavior at all times.
			Teacher is generally aware of student behavior but may miss the activities of some students.
			Student Behavior is not monitored, and teacher is unaware of what students are doing.
Response to Student Misbehavior	🔔	🔗	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.
			Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.
			Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.
			Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.

Organizing Physical Space

Knowledge / Skill / Ability	🔔	🔁	PERFORMANCE LEVELS
Safety and Arrangement of Furniture			The classroom is safe, and students adjust the furniture to advance their own purposes in learning.
			The classroom is safe, and the furniture arrangement is a resource for learning activities.
			The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.
			The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.
Accessibility to Learning and Use of Physical Resources.			Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.
			Teacher uses physical resources skillfully, and all learning is equally accessible to all students.
			Teacher uses physical resources adequately, and at least essential learning is accessible to all students.
			Teacher uses physical resources poorly, or learning is not accessible to some students.

Instruction

Communicating Clearly and Accurately

Knowledge / Skill / Ability	🔔	📝	PERFORMANCE LEVELS
Directions and Procedures	🔔	📝	Teacher directions and procedures are clear to students and anticipated possible student misunderstanding.
			Teacher directions and procedures are clear to students and contain an appropriate level of detail.
			Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.
			Teacher directions and procedures are confusing to students.
Oral and Written Language	🔔	📝	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.
			Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.
			Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.
			Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.

Using Questioning and Discussion Techniques



Knowledge / Skill / Ability	🔔	📝	PERFORMANCE LEVELS
Quality of Questions	🔔	📝	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
			Most of teacher's questions are of high quality. Adequate time is available for students to respond.
			Teacher's questions are a combination of low and high quality. Only some invite a response.
			Teacher's questions are virtually all of poor quality.
Discussions Techniques	🔔	📝	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
			Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side.
			Teacher makes some attempt to engage students in a true discussion, with uneven results.
			Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.
Student Participation	🔔	📝	Student themselves ensure that all voices are heard in the discussion.
			Teacher successfully engages all students in the discussion.
			Teacher attempts to engage all students in the discussion, but with only limited success.
			Only a few students participate in the discussion.

Engaging Students in Learning



Knowledge / Skill / Ability	🔔	📝	PERFORMANCE LEVELS
Representation of Content	🔔	📝	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.
			Representation of content is appropriate and links well with students' knowledge and experience.
			Representation of content is inconsistent in quality: some is done skillfully, with good examples; other portions are difficult to follow.
			Representation of content is inappropriate and unclear or uses poor examples and analogies.

Activities and Assignments		All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
		Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.
		Some activities and assignments are appropriate to students and engage them mentally, but others do not.
		Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.
Grouping of Students		Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
		Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.
		Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.
		Instructional groups are inappropriate to the students or to the instructional goals.
Instructional Materials and Resources		Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes.
		Instructional materials and resources are suitable to the instructional goals and engage students mentally.
		Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.
		Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.
Structure and Pacing		The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.
		The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.
		The lesson has a recognizable structure, although it is not uniformly maintained through out the lesson. Pacing of the lesson is inconsistent.
		The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.

Providing Feedback to Students

Knowledge / Skill / Ability			PERFORMANCE LEVELS
Quality; Accurate, Substantive, Constructive, and Specific.			Feedback is consistently high quality. Provision is made for students to use feedback in their learning.
			Feedback is consistently high quality.
			Feedback is inconsistent in quality: Some elements of high quality are present; others are not.
			Feedback is either not provided or is of uniformly poor quality.
Timeliness			Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.
			Feedback is consistently provided in a timely manner.
			Timeliness of feedback is inconsistent.
			Feedback is not provided in a timely manner.

Demonstrating Flexibility and Responsiveness

Knowledge / Skill / Ability			PERFORMANCE LEVELS
Lesson Adjustment			Teacher successfully makes a major adjustment to a lesson.
			Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.
			Teacher attempts to adjust a lesson, with mixed results.
			Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.

Response to Students		Teacher seizes a major opportunity to enhance learning building on a spontaneous event.
		Teacher successfully accommodates students' questions or interests.
		Teacher attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.
		Teacher ignores or brushes aside students' questions or interests.
Persistence		Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school
		Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.
		Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.
		When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.

Professional Responsibilities

Reflecting on Teaching

Knowledge / Skill / Ability	🔔	🔁	PERFORMANCE LEVELS
Accuracy			Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighting the relative strength of each.
			Teacher makes and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.
			Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.
			Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.
Use in Future Teaching			Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.
			Teacher makes a few specific suggestions of what he may try another time.
			Teacher makes general suggestions about how a lesson may be improved.
			Teacher has no suggestions for how a lesson may be improved another time.

Maintaining Accurate Records

Knowledge / Skill / Ability	🔔	🔁	PERFORMANCE LEVELS
Student completion of Assignments			Teacher's system for maintaining information on student completion of assignments is fully effective. Teacher fully utilizes Power School and updates information on a daily basis, responding to questions from students. Students interact with teacher.
			Teacher's system for maintaining information on student completion of assignments is fully effective. Teacher utilizes Power School by updating information on a regular basis at least twice a week.
			Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective. Power school records are updated at least weekly.
			Teacher's system for maintaining information on student completion of assignments is in disarray. Power school records are not updated on a weekly basis.
Student Progress in Learning			Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.
			Teacher's system for maintaining information on student completion of assignments is fully effective.
			Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective.
			Teacher has no system for maintaining information on student progress in learning, or the system is in disarray
Non-instructional Records			Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.
			Teacher's system for maintaining information on non-instructional activities is fully effective.
			Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.
			Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.

Communicating with Families

Knowledge / Skill / Ability	🔔	📝	PERFORMANCE LEVELS
Information About the Instructional Program	🔔	📝	Teacher provides frequent information to parents, as appropriate, about the instruction program. Students participate in preparing materials for their families.
			Teacher provides frequent information to parents, as appropriate, about the instructional program
			Teacher participates in the school's activities for parent communication but offers little additional information.
			Teacher provides little information about the instructional program to families.
Information about Individual Students	🔔	📝	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity
			Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.
			Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.
			Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.
Engagement of Families in the Instructional Program	🔔	📝	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.
			Teacher's efforts to engage families in the instructional program are frequent and successful.
			Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.
			Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.

Contributing to the School and District

Knowledge / Skill / Ability	🔔	📝	PERFORMANCE LEVELS
Relationships with Colleagues	🔔	📝	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
			Support and cooperation characterize relationships with colleagues.
			Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.
			Teacher's relationships with colleagues are negative or self serving.
Service to the School	🔔	📝	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
			Teacher volunteers to participate in school events, making a substantial contribution.
			Teacher participates in school events when specifically asked.
			Teacher avoids being involved in school events.
Participation in School and District Projects	🔔	📝	Teacher volunteers to participate in school and district projects making a substantial contribution and assumes a leadership role in a major school or district project.
			Teacher volunteers to participate in school and district projects, making a substantial contribution.
			Teacher participates in school and district projects when specifically asked.
			Teacher avoids becoming involved in school and district projects.

Growing and Developing Professionally

Knowledge / Skill / Ability	🔔	📝	PERFORMANCE LEVELS
Enhancement of Content Knowledge and Pedagogical Skill			Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom
			Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.
			Teacher participates in professional activities to a limited extent when they are convenient.
			Teacher engages in no professional development activities to enhance knowledge or skill.
Service to the Profession.			Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.
			Teacher participates actively in assisting other educators.
			Teacher finds limited ways to contribute to the profession.
			Teacher makes no effort to share knowledge with others or to assume professional responsibilities.

Showing Professionalism

Knowledge / Skill / Ability	🔔	📝	PERFORMANCE LEVELS
Service to Students			Teacher is highly proactive in serving students, seeking out resources when necessary.
			Teacher is moderately active in serving students.
			Teacher's attempts to serve students are inconsistent.
			Teacher is not alert to students' needs.
Advocacy			Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
			Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.
			Teacher does not knowingly contribute to some students being ill served by the school.
			Teacher contributes to school practices that result in some students being ill served by the school.
Decision Making			Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
			Teacher maintains an open mind and participates in team or departmental decision making.
			Teacher's decisions are based on limited though genuinely professional considerations.
			Teacher makes decisions based on self-serving interests.