



1 Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
	<p>In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher's plans and practice display a lack of understanding of prerequisite relationships important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p>The teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. The teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>The teacher displays solid knowledge of the important concepts in the discipline and how they relate to one another. The teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. The teachers' plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another, and to other disciplines. The teacher's plans and practice reflects an understanding of prerequisite relationships among topics and concepts and activates prior knowledge to ensure understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>

1b Demonstrating Knowledge of Students

Level of Performance

Unsatisfactory

The teacher displays little or no understanding of how students learn and little knowledge of students' backgrounds, language proficiency, skills, special needs, and interests and cultural heritages and does not seek such understanding.

Needs Improvement

The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, backgrounds, language proficiency, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.

Proficient

The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, backgrounds, language proficiency, knowledge and skills, special needs, and interests and cultural heritages.

Excellent

The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, backgrounds, language proficiency, knowledge and skills, special needs, and interests.

1c Setting Instructional Outcomes

Level of Performance

Unsatisfactory

Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning. Outcomes are either not clear, or not stated in terms of student learning. Assessments, if any, are not tied to outcomes.

Needs Improvement

Few outcomes represent high expectations. Some reflect important learning in the discipline and at least some connection to a sequence of learning. Few outcomes are clear or stated in terms of student learning. Some outcomes do not permit viable methods of assessment. Few outcomes reflect different types of learning, and are suitable for most students in the class based on whole-group assessment of student learning.

Proficient

Most outcomes represent rigorous and high level learning in the discipline. They are connected to a sequence of learning. Most outcomes are clear, stated in the form of student learning. Most suggest viable methods of assessment. Most outcomes reflect different types of learning and opportunities for design and integration, and they are differentiated, in whatever way is needed, for different groups of students.

Excellent

All outcomes represent high expectations and high level learning in the discipline. They are connected to a sequence of learning across related disciplines. All outcomes are clear, and stated in terms of student learning, and permit viable methods of assessment. Outcomes reflect different types of learning and opportunities for design and integration. The outcomes are based on assessment of student learning, considering the varying needs of individual students.

1d Demonstrating Knowledge of Resources

Level of Performance

Unsatisfactory

The teacher is unaware of school or district resources for classroom use, nor is the teacher aware of resources for expanding one's own professional skill.

Needs Improvement

The teacher displays basic awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill, but does not seek to expand this knowledge.

Proficient

The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.

Excellent

The teacher displays extensive knowledge of resources for classroom use and for extending one's professional skill, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet, for the expansion of the teacher's own knowledge and for the students.

1e Designing Coherent Instruction

Level of Performance

Unsatisfactory

Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.

Needs Improvement

Some of the learning activities and materials are aligned with the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.

Proficient

Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups. The lesson or unit has a clear structure.

Excellent

Teacher coordinate in-depth content knowledge, understanding of different students' needs, resulting in a series of learning activities designed to engage students in high-level cognitive activity. Learning activities are differentiated for individual learners. Instructional groups are varied appropriately, and opportunity for student choice is evident. The lesson or unit structure is clear and allows for different outcomes according to the diverse needs of the students.

1f Administering Assessments – (in lieu Designing Student Assessments)

Level of Performance

Unsatisfactory

The teacher does not use or consider the results of assessment. Assessment criteria and standards are not considered. The teacher does not use school board approved curriculum (Engage NY – ELA and Math) assessments.

Needs Improvement

The teacher considers formative assessment but may not implement for future instructional decisions. Assessment criteria and standards are unclear or not aligned with the instructional outcomes. The teacher does not always use school board approved curriculum (Engage NY – ELA and Math) for assessments.

Proficient

The teacher uses well-designed formative assessment that serves as the basis for future instruction, based on groups of students' needs. Assessment criteria and standards are clear and fully aligned with instructional outcomes in both content and method. Assessment is adapted for groups of students. The teacher uses school board approved curriculum (Engage NY - ELA and Math) assessments that are common with other grade level teachers.

Excellent

The teacher uses well-designed formative (formal/informal) assessment that serves as the basis for future instruction, based on individual needs. Assessment criteria and standards are clear and fully aligned with the instructional outcomes in both content and method. Assessment is adapted for individual students, as appropriate. The student makes use of assessment information. The teacher uses school board approved curriculum (Engage NY – ELA and Math) assessments along with other assessments to determine high levels of growth for students.

2 Classroom Environment

2a Creating an Environment of Respect and Rapport

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
	<p>Patterns of classroom interactions, both between the teacher and students and among students, are occasionally negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate respect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.</p>	<p>The teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but in a professional manner.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is an environment where students feel valued and that of a connection with students as individuals.</p>

2b Establishing a Culture for Learning

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by moderate commitment to learning by teacher or students. The teacher appears to be only "going through the motions," with a focus on task completion, rather than quality of work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norms for most students. Students understand their role as learners and consistently expand effort to learn. Classroom interactions support learning, hard work, and precise use of language.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or assisting peers.</p>

2c Managing Classroom Procedures

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
	<p>Considerable instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines. Classroom is unsafe, or learning is not accessible to some students.</p>	<p>Some instructional time is lost due to only partially effective classroom routine and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines. The classroom is safe, and learning is accessible to most students.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, is consistently successful. With minimal guidance and prompting, students follow established classroom routines. The classroom is safe, and learning is equally accessible to all students.</p>	<p>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Due to established routines, the students feel comfortable seeking the assistance of all professionals in the classroom. The classroom is safe, and students ensure that all learning is equally accessible to all students.</p>

2d Managing Student Behavior

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
	<p>There appears to be little or no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior and response to students' misbehavior is repressive, or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher monitors student behavior, and implements standards of conduct inconsistently.</p>	<p>Student behavior is generally appropriate. The teacher monitors students against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.</p>	<p>Student behavior is collectively appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Students are able to navigate and transition through activities with minimal guidance from the teacher. The teacher's monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>

3 Instruction

3a Communicating with Students

Level of Performance

Unsatisfactory

The instructional purpose for the lesson is mostly unclear to students. The directions and procedures are confusing. The teacher's explanation of the content is unclear or confusing or uses inappropriate language. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.

Needs Improvement

The teacher's attempt to explain the instructional purpose has only limited success. Directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear; some portions are difficult to follow. The teacher's spoken language is correct, but vocabulary is limited or not fully appropriate to the student's ages or backgrounds.

Proficient

The instructional purpose for the lesson is clearly communicated to students, including where it is situated within broader learning. Directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded clear, and accurate, and connects with student's knowledge and experience. The teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.

Excellent

The teacher links the instructional purpose of the lesson to the larger curriculum. The directions and procedures are clear and modeled, and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and by connecting with students' interests. Students contribute to extending the content by explaining concepts to peers. The teacher's spoken and written language is expressive, and extends students' vocabularies, both within the discipline and for more general use.

3b Using Questioning and Discussion Techniques

Level of Performance

Unsatisfactory

The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. Only a few students participate in the discussion.

Needs Improvement

The teacher's questions lead students through a single path of inquiry, with answers seemingly determined to advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, and to explain their thinking, with uneven results.

Proficient

While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. The teacher challenges students to justify their thinking and successfully engages most students in discussion, employing a range of strategies to ensure that most students are heard.

Excellent

The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote metacognition. Students formulate many questions, and make unsolicited contributions. Students themselves ensure that multiple voices are heard.

3c Engaging Students in Learning

Level of Performance

Unsatisfactory

The learning tasks /activities, materials and resources are poorly aligned with the instructional outcomes, or require only rote responses. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.

Needs Improvement

The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.

Proficient

The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting the students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content. Teacher scaffolding supports that engagement. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

Excellent

All students are intellectually engaged in challenging content through well designed learning tasks and activities that require complex thinking by the students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed, not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

3d Using Assessment in Instruction

Level of Performance

Unsatisfactory

Students are not aware of the criteria and performance standards by which their work will be evaluated. Teacher does not monitor student learning in the curriculum. Teacher's feedback to students is of poor quality and not provided in a timely manner. Students do not engage in self-assessment or monitoring of progress.

Needs Improvement

Students are partially aware of the criteria and performance standards by which their work will be evaluated. Teacher monitors the progress of the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Teacher's feedback to students is uneven, and its timeliness is inconsistent. Students occasionally assess the quality of their own work against the assessment criteria and performance standards.

Proficient

Students are aware of the criteria and performance standards by which their work will be evaluated. Teacher monitors the progress of groups of students in the curriculum. Questions and assessments are regularly used to diagnose evidence of learning. Teacher's feedback to students is timely and of consistently high quality. Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.

Excellent

Students are fully aware of the criteria and performance standards by which their work will be evaluated. Teacher monitors the progress of individual students. Questions and assessments are used regularly to diagnose evidence of learning by individual students. Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their own learning. Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, but also make active use of that information in their learning.

3e Demonstrating Flexibility and Responsiveness

Level of Performance

Unsatisfactory

The teacher ignores students' questions; when students have difficulty learning the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content. The teacher adheres to the instruction plan in spite of evidence of poor student understanding.

Needs Improvement

The teacher attempts to modify the lesson when needed and to respond to student questions with moderate success. The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to draw upon.

Proficient

The teacher successfully accommodates students' questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.

Excellent

The teacher seizes an opportunity to enhance learning building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

4 Professional Responsibilities

4a Reflection on Teaching

Level of Performance

Unsatisfactory

The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.

Needs Improvement

The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.

Proficient

The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.

Excellent

The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.

4b Maintaining Accurate Records

Level of Performance

Unsatisfactory

The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.

Needs Improvement

The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.

Proficient

The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective and performed in a timely manner.

Excellent

The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.

4c Communicating with Families

Level of Performance

Unsatisfactory

The teacher provides little information about the instructional program to families. The teacher's communication about student's progress is minimal. The teacher does not respond or responds insensitively to parental concerns.

Needs Improvement

The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. The communication that does take place is one-way and not always appropriate to the cultural norms of those families.

Proficient

The teacher communicates frequently and provides appropriate information to families about the instructional program and conveys information about student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.

Excellent

The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.

4d Participating in a Professional Community

Level of Performance

Unsatisfactory

The teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.

Needs Improvement

The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher becomes involved in the school's culture of professional inquiry when invited to do so. The teacher participates in school events, and school and district projects when specifically asked.

Proficient

The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.

Excellent

The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.

4e Growing and Developing Professionally

Level of Performance

Unsatisfactory

The teacher engages in no professional development activities but resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.

Needs Improvement

The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.

Proficient

The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.

Excellent

The teacher seeks out opportunities for professional development. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.

4f Showing Professionalism

Level of Performance

Unsatisfactory

The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations based on self-serving interests. The teacher does not comply with school and district regulations.

Needs Improvement

The teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited, though genuinely professional, considerations. The teacher must be reminded by supervisors about complying with school and district regulations, doing just enough to get by.

Proficient

The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues. The teacher is active in serving students, and working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision-making. The teacher complies fully with school and district regulations.

Excellent

The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, and seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally undeserved, are honored in the school. The 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 complies fully with school and district regulations, taking a leadership role with colleagues.