

**DOMAIN 1**

**PLANNING AND PREPARATION**

**A. Demonstrates knowledge of content and pedagogy**

Ineffective	Developing	Effective	Highly Effective
The teacher’s plans and practice display little knowledge of the GCPS curriculum, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher’s plans and practice reflect some awareness of the important concepts in the GCPS curriculum, prerequisite relationships between them, and the instructional practices specific to that discipline.	The teacher’s plans and practice reflect solid knowledge of the curriculum, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher’s plans and practice reflect extensive knowledge of the GCPS curriculum and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.

**1. Displays knowledge of concepts, skills, and prerequisite relationships within the GCPS curriculum**

Ineffective	Developing	Effective	Highly Effective
Teacher’s plans and practices reflect content errors and display little understanding of prerequisite relationships and lack of awareness of how concepts relate to one another.	Teacher’s plans and practice indicate some awareness of important concepts and prerequisite relationships but may display little awareness of how concepts relate to one another.	Teacher displays solid knowledge of the curriculum as well as important concepts, skills, and prerequisite relationships among topics in the discipline.	Teacher displays extensive knowledge of the curriculum as well as important concepts, skills, and prerequisite relationships across disciplines.

**2. Plans lessons that include a wide variety of teaching strategies and practices**

Ineffective	Developing	Effective	Highly Effective
Teacher display little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher’s plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher’s plans and practices reflect familiarity with a wide range of effective pedagogical approaches and learning styles.	Teacher’s plans and practices reflect familiarity with a wide range of effective pedagogical approaches and learning styles while anticipating student misconceptions.

**B. Demonstrates knowledge of students**

Ineffective	Developing	Effective	Highly Effective
The teacher demonstrates little or no knowledge of students’ developmental stages, backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students’ developmental stages, backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher displays knowledge of students’ developmental stages, backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks and demonstrates knowledge of students’ developmental stages, backgrounds, cultures, skills, language proficiency, interests, and special needs from appropriate sources, and attains this knowledge for individual students.

**1. Understands child and adolescent development**

Ineffective	Developing	Effective	Highly Effective
Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays full understanding of the typical developmental characteristics of the age group.	Teacher displays full understanding of the typical developmental characteristics of the age group and applies this understanding to individual students.

2. Displays knowledge of how students learn

Ineffective	Developing	Effective	Highly Effective
Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher’s knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.

3. Recognizes students’ skills, knowledge, and language proficiency

Ineffective	Developing	Effective	Highly Effective
Teacher displays little or no knowledge of students’ skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students’ skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students’ skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students’ skills, knowledge, and language proficiency.

4. Considers students’ interests and cultural heritage

Ineffective	Developing	Effective	Highly Effective
Teacher displays little or no knowledge of students’ interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students’ interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students’ interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students’ interests and cultural heritage and displays this knowledge for individual students.

5. Considers students’ special learning and medical needs

Ineffective	Developing	Effective	Highly Effective
Teacher displays little or no understanding of students’ special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students’ special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students’ special learning and medical needs and such knowledge is complete and accurate.	Teacher possesses information about each student’s learning and medical needs, and utilizes this information by providing appropriate accommodations.

C. Sets instructional outcomes

Ineffective	Developing	Effective	Highly Effective
Instructional outcomes are absent or unsuitable. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students. They may permit viable methods assessment.	Instructional outcomes are stated as learning goals reflecting high expectations and rigor based on curriculum standards that may be assessed..	Instructional outcomes are stated as learning goals that are assessed, reflecting rigorous learning and curriculum standards and take account the needs of individual needs.

1. Incorporates student learning outcomes that reflect high expectations based on curriculum standards.

Ineffective	Developing	Effective	Highly Effective
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 represent moderate expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.

2. Writes outcomes that indicate specific student learning goals that can be assessed

Ineffective	Developing	Effective	Highly Effective
Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.

3. Selects outcomes based on student learning and the needs of diverse learners

Ineffective	Developing	Effective	Highly Effective
Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

D. Designs coherent instruction

Ineffective	Developing	Effective	Highly Effective
The designed learning activities are poorly aligned with the instructional outcomes and do not represent a coherent structure.	The designed learning activities demonstrate partial alignment with instructional outcomes. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher designs learning activities and selects resources suitable for diverse learners and aligned to instructional outcomes. The lesson or unit has a clear and sequential structure with planned long and short-term outcomes that is likely to engage students in significant learning.	The teacher coordinates knowledge of content, of students, and of resources to design learning activities aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students, and engages them in significant learning. The lesson or unit structure is clear and indicates progress towards long and short-term outcomes.

1. Designs learning activities that are suitable for diverse learners and support the instructional outcomes

Ineffective	Developing	Effective	Highly Effective
Learning activities are not suitable for students or to instructional outcomes.	Only some of the learning activities are suitable for students or to the instructional outcomes. There is no differentiation for different students.	All of the learning activities are suitable for students or to the instructional outcomes, with some differentiation for different groups of students.	Learning activities are highly suitable for diverse learners and support the instructional outcomes. They are all differentiated, as appropriate, for individual learners.

2. Selects equipment, materials, and technology that supports meaningful learning and engagement of students

Ineffective	Developing	Effective	Highly Effective
Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable for students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable for students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.

3. Incorporates a variety of resources that match the instructional outcomes and needs of students

Ineffective	Developing	Effective	Highly Effective
Teacher does not explore the resources for classroom use available through the school.	Teacher displays awareness of resources available for classroom use through the school.	Teacher displays awareness of appropriate resources available for classroom use through the school and some familiarity with resources external to the school and on the Internet.	Teacher’s knowledge of the curriculum and appropriate resources for classroom use is extensive, including those available through the school, in the community, through professional organizations, and on the Internet.

4. Plans to differentiate instruction based on the students and the instructional outcomes

Ineffective	Developing	Effective	Highly Effective
Instructional groups do not support the differentiation of instructional outcomes.	Instructional groups partially support the differentiation of instructional outcomes.	Instructional groups are varied as appropriate for the students and the different instructional outcomes.	Instructional groups are varied as appropriate for the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.

5. Structures and sequences units and lessons with long term and short term outcomes

Ineffective	Developing	Effective	Highly Effective
The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is reasonable and timely.	The lesson’s or unit’s structure is clear and allows for different pathways according to diverse student needs. The progression of activities is precise and coordinated..

E. Designs student assessments

Ineffective	Developing	Effective	Highly Effective
The teacher’s plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher’s plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher’s plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher uses assessment results to plan for future instruction for groups of students.	The teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contributions to their development. The teacher uses assessment results to plan future instruction for individual students.

1. Designs clear assessment criteria that are aligned with curriculum standards

Ineffective	Developing	Effective	Highly Effective
The lesson or unit has no clearly defined structure. Activities do not follow an organized progression.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout.	The lesson or unit has a clearly defined structure around which activities are organized.	The lesson’s or unit’s structure is clear and allows for different pathways according to diverse student needs.

2. Designs assessments that match instructional outcomes

Ineffective	Developing	Effective	Highly Effective
Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.

3. Incorporates formative and summative assessments into instruction

Ineffective	Developing	Effective	Highly Effective
Teacher has no plan to incorporate formative and/or summative assessment in the lesson or unit.	Approach to the use of formative and/or summative assessment is incomplete , including only some of the instructional outcomes.	Teacher has a well-developed strategy for using formative and/or summative assessment that allows students to demonstrate their learning using a variety of assessment methods.	Approach to using formative and/or summative assessment is well designed and includes student as well as teacher use of the assessment information.

4. Plans instruction based on student assessment results

Ineffective	Developing	Effective	Highly Effective
Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to design future instruction for the class as a whole.	Teacher plans to use assessment results to design future instruction for groups of students.	Teacher plans to use assessment results to design future instruction for individual students.

**DOMAIN 2**

**THE CLASSROOM ENVIRONMENT**

**A. Creates an environment of respect and rapport regardless of cultural or developmental differences**

Ineffective	Developing	Effective	Highly Effective
<p>Classroom interactions between and among the teacher and students are negative, inappropriate, or insensitive. Students are not willing to take risks. Teacher behaviors model and contribute to the expectation of students to demonstrate disrespect.</p>	<p>Classroom interactions between and among the teacher and students are generally appropriate and free from conflict. There may be occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences. Students are seldom willing to take risks. Teacher behaviors model and contribute to the expectation of students to demonstrate minimal respect.</p>	<p>Classroom interactions between teacher and students are caring, respectful, and appropriate to students' culture and development. Teacher encourages polite and respectful student interactions where students are comfortable and willing to take risks. Teacher behaviors model and contribute to the expectation of students to demonstrate respect to the teacher and one another.</p>	<p>Classroom interactions between teacher and students are sensitive to students' culture and levels of development. Students consistently take risks without hesitation. Students take responsibility for upholding a positive classroom environment. Teacher interaction with all students demonstrates caring and respect for students as individuals. Teacher behaviors model and contribute to the expectation of students to exhibit respect and trust to the teacher and one another.</p>

**1. Demonstrates caring and respect for all students**

Ineffective	Developing	Effective	Highly Effective
<p>Teacher interaction with at least some of the students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.</p>	<p>Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.</p>	<p>Teacher interactions with students reflect genuine respect and caring for individual as well as groups of students. Students appear to trust the teacher with sensitive information.</p>

**2. Promotes an atmosphere in which students are willing to take risks**

Ineffective	Developing	Effective	Highly Effective
<p>Teacher has established an atmosphere where students are not willing to take risks.</p>	<p>Teacher has established an atmosphere where students are seldom willing to take risks, for fear of being ridiculed.</p>	<p>Teacher promotes an atmosphere where students are comfortable and willing to take risks.</p>	<p>Teachers promote an atmosphere where students consistently take risks without hesitation.</p>

**3. Encourages polite and respectful student interaction**

Ineffective	Developing	Effective	Highly Effective
<p>Student interactions are characterized by conflict, sarcasm, and/or put-downs.</p>	<p>Students do not demonstrate disrespect for one another.</p>	<p>Student interactions are generally polite and respectful.</p>	<p>Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.</p>

**B. Establishes a culture for learning**

Ineffective	Developing	Effective	Highly Effective
Classroom culture is characterized by low expectations for student achievement, low teacher commitment to the content, and little or no student pride in work.	Classroom culture is characterized by modest expectations for student achievement, little teacher commitment to the content, and little student pride in work.	Classroom culture is characterized by high expectations for most students and commitment to the content by both teacher and students, with students demonstrating pride in their work.	Classroom culture is characterized by high expectations and standards of performance for all students. High levels of student energy and teacher passion for the content create a culture of learning in which everyone shares a belief in the importance of the content. All students consistently demonstrate pride in their work.

1. Sets high expectations for learning and achievement for all students

Ineffective	Developing	Effective	Highly Effective
Teacher interaction with at least some of the students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individual as well as groups of students. Students appear to trust the teacher with sensitive information.

2. Communicates and demonstrates the importance of the content

Ineffective	Developing	Effective	Highly Effective
Teacher has established an atmosphere where students are not willing to take risks.	Teacher has established an atmosphere where students are seldom willing to take risks, for fear of being ridiculed.	Teacher promotes an atmosphere where students are comfortable and willing to take risks.	Teachers promote an atmosphere where students consistently take risks without hesitation. Teachers and students collaborate to establish and maintain high expectations for learning.

3. Encourages student pride in work

Ineffective	Developing	Effective	Highly Effective
Student interactions are characterized by conflict, sarcasm, and/or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

**C. Manages classroom procedures**

Ineffective	Developing	Effective	Highly Effective
Instructional group management, transitions, classroom rules and routines, and performance of non-instructional duties result in a significant loss of instructional time. Volunteers and paraprofessionals have no clearly defined roles and routines.	Instructional group management, transitions, classroom rules and routines, and performance of non-instructional duties result in a noticeable loss of instructional time. Volunteers and paraprofessionals have minimally defined roles and routines.	Instructional group management, transitions, classroom rules and routines, and performance of non-instructional duties occur smoothly resulting in a minimal loss of instructional time. Appropriate roles and routines for volunteers and paraprofessionals are established.	Students contribute to the seamless operation of instructional group management, transitions, classroom rules and routines, and performance of non-instructional duties. Volunteers and paraprofessionals are meaningfully engaged.

1. Manages instructional groups to maximize student engagement

Ineffective	Developing	Effective	Highly Effective
Students not working with the teacher are unengaged in learning.	Only some students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.

2. Provides smooth transitions to minimize loss of instructional time

Ineffective	Developing	Effective	Highly Effective
Transitions are chaotic, with a significant loss of instructional time between activities or lesson segments.	Only some transitions are efficient, resulting in a noticeable loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.

3. Establishes classroom rules and routines and the handling of materials to maximize learning time

Ineffective	Developing	Effective	Highly Effective
Materials and supplies are handled inefficiently, resulting in a significant loss of instructional time.	Routines for handling materials and supplies function moderately well, resulting in some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.

4. Establishes systems for performing non-instructional duties

Ineffective	Developing	Effective	Highly Effective
Significant instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in a noticeable loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming some responsibility for efficient operation.

5. Establishes roles and routines for volunteers and paraprofessionals, as appropriate

Ineffective	Developing	Effective	Highly Effective
Volunteers and paraprofessionals have no clearly defined roles and routines and are idle most of the time.	Volunteers and paraprofessionals have minimally defined roles and routines and are idle some of the time.	Volunteers and paraprofessionals have appropriately defined roles and routines and are engaged during the entire class.	Volunteers and paraprofessionals are meaningfully engaged and make a substantive contribution to the classroom environment.

**D. Manages Student Behavior**

Ineffective	Developing	Effective	Highly Effective
There is no evidence that expectations for behavior have been established and there is little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish expectations for student behavior. The teacher tries, with uneven results, to monitor behavior and respond to misbehavior.	Expectations for behavior appear to be clear to students, and the teacher monitors student behavior against those expectations. The teacher's response to student misbehavior is consistent, appropriate and respects student dignity.	Expectations for behavior are clear with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student's misbehavior is sensitive to individual student needs. Students take an active role in monitoring the expectations for behavior.



1. Establishes expectations for appropriate student behavior

Ineffective	Developing	Effective	Highly Effective
Expectations for behavior do not appear to have been established, or students are confused as to what the expectations are.	Expectations for behavior appear to have been established, and most students seem to understand them.	Expectations for behavior are clear to all students.	Expectations for behavior are clear to all students and appear to have been developed with student participation.

2. Monitors student behavior and intervenes when necessary

Ineffective	Developing	Effective	Highly Effective
Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times and monitors according to expectations.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.

3. Responds to misbehavior consistently and appropriately with sensitivity to the student's dignity

Ineffective	Developing	Effective	Highly Effective
Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity. Classroom instruction is frequently interrupted.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules. Classroom instruction is interrupted at some points in the lesson.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate. Classroom instruction is infrequently interrupted.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate. Classroom instruction is never interrupted.

**E. Organizes Physical Space**

Ineffective	Developing	Effective	Highly Effective
The classroom is unsafe and/or some students don't have access to learning.	The classroom is safely organized and most students have access to learning.	The classroom is safely organized and the teacher ensures that all students have equal access to learning.	The classroom is safely organized and the students contribute to the use or adaptation of classroom space to advance learning.

1. Organizes the classroom to ensure the safety of all students

Ineffective	Developing	Effective	Highly Effective
The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.

2. Organizes available classroom space so that all students have access to learning

Ineffective	Developing	Effective	Highly Effective
The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

**DOMAIN 3**

**INSTRUCTION**

**A. Communicates with students**

<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher’s use of oral and written language contains errors or is inappropriate for students’ levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified in the event of student confusion; the teacher’s use of oral and written language is correct but may not be completely appropriate for students’ levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Oral and written language is appropriate for students’ levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher’s oral and written language is clear and expressive, extends students’ vocabularies, is appropriate to students’ levels of development, and plans for possible student misconceptions.

**1. Communicates expectations for learning**

<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
Teacher’s purpose in a lesson or unit is unclear to students	Teacher attempts to explain the instructional purpose, with limited success.	Teacher’s purpose for the lesson or unit is clear, including how it is integrated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to real world applications.

**2. Provides sequential directions and procedures**

<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
Teacher’s directions and procedures are confusing to students.	Teacher’s directions and procedures are clarified in the event of student confusion.	Teacher’s directions and procedures are clear to students.	Teacher’s directions and procedures are clear to students; teacher plans for possible student misunderstandings.

**3. Provides relevant explanations of content**

<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
Teacher’s explanation of the content is unclear or confusing or uses inappropriate language.	Teacher’s explanation of the content is inconsistent; some is done skillfully, but other portions are difficult to follow.	Teacher’s explanation of content is appropriate and connects with students’ prior knowledge and experiences.	Teacher’s explanation of content is imaginative and connects with students’ prior knowledge and experiences. Students contribute to explaining concepts to their peers, as appropriate.

**4. Uses appropriate oral and written language**

<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
Teacher’s spoken language is inaudible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher’s spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to students’ ages or backgrounds.	Teacher’s spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students’ ages and interests, expressive and enriches the lesson.	Teacher’s spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students’ vocabularies.

**B. Uses questioning and discussion techniques to promote higher level thinking**

Ineffective	Developing	Effective	Highly Effective
The teacher’s questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion. The teacher makes limited attempts to engage students.	Some of the teacher’s questions elicit a thoughtful response, but most are low – level, posed in rapid succession. The teacher’s attempts to engage all students in the discussion are only partially successful.	Most of the teacher’s questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are developmentally appropriate. Students formulate many of the high-level questions, assume responsibility for the discussion, initiate topics and ensure that all voices are heard.

**1. Poses quality questions that promote higher level thinking**

Ineffective	Developing	Effective	Highly Effective
Teacher’s questions virtually all present low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher’s questions are a combination of low and high level thinking, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher’s questions promote higher level thinking. Adequate time is provided for students to respond.	Teacher’s questions uniformly promote higher level thinking, with adequate time for students to respond. Students formulate many appropriate questions.

**2. Uses discussion techniques to engage students**

Ineffective	Developing	Effective	Highly Effective
Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with inconsistent results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.

**3. Encourages student participation**

Ineffective	Developing	Effective	Highly Effective
A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

**C. Engages students in meaningful learning**

Ineffective	Developing	Effective	Highly Effective
Activities and assignments, materials, and groupings of students generally do not foster the instructional outcomes or students’ levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students’ generally do not foster the instructional outcomes or students’ levels of understanding, resulting in minimal intellectual engagement. The lesson has a recognizable structure but is not fully maintained. Pacing of the lesson is inconsistent.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students’ levels of understanding. All students are engaged in work of a high level of rigor. The lesson’s structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning and contribute to the activities, student groupings, and selection of materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.

1. Provides activities and assignments to promote active learning

Ineffective	Developing	Effective	Highly Effective
Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in completing the activities and assignments.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.

2. Groups students purposefully

Ineffective	Developing	Effective	Highly Effective
Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.

3. Uses instructional materials, technology, and resources to enhance student learning

Ineffective	Developing	Effective	Highly Effective
Instructional materials, technology and resources are inappropriate to the instructional purposes or do not engage students mentally.	Instructional materials, technology and resources are partially appropriate to the instructional purposes, or students are only partially mentally engaged with them	Instructional materials, technology and resources are appropriate to the instructional purposes and engage students mentally.	Instructional materials, technology and resources are appropriate to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.

4. Paces and structures the lesson to maximize instruction and learning

Ineffective	Developing	Effective	Highly Effective
The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students and maximizes instruction and learning.

D. Uses assessment in instruction

Ineffective	Developing	Effective	Highly Effective
Assessment is not used in instruction, either through teacher monitoring of progress or student self-assessment. Teacher feedback to students is poor quality and not timely. Students are not aware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is inconsistent, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students. Students are fully aware of the assessment criteria used to evaluate their work. Teacher feedback to students is timely and high-quality.	Assessment is used in a methodical manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher, and high-quality feedback to students from a variety of sources.

1. Establishes and communicates criteria for learning and assessment

Ineffective	Developing	Effective	Highly Effective
Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.

2. Monitors student learning and progress through formative and summative assessment

Ineffective	Developing	Effective	Highly Effective
Teacher does not monitor student learning.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information to modify instruction.	Teacher monitors the progress of groups of students through formative and summative assessments, making use of diagnostic information.	Teacher actively and systematically elicits diagnostic information from individual student’s formative and summative assessments regarding their understanding.

3. Provides purposeful feedback to students

Ineffective	Developing	Effective	Highly Effective
Teacher’s feedback to students is of poor quality and not provided in a timely manner.	Teacher’s feedback to students is sometimes clear, and its timeliness is inconsistent.	Teacher’s feedback to students is timely and promotes student growth.	Teacher’s feedback to students is timely, promotes students growth and teacher works with students to make use of the feedback in their learning.

4. Provides students with opportunities to self-assess and monitor progress

Ineffective	Developing	Effective	Highly Effective
Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

E. Demonstrates flexibility and responsiveness

Ineffective	Developing	Effective	Highly Effective
The teacher adheres to the instruction plan, even when a change would improve the lesson or address students’ lack of interest. The teacher brushes aside student questions when students experience difficulty.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher attempts to promote student success but has only a limited repertoire of instructional strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests by using a broad repertoire of instructional strategies.	The teacher promotes the successful learning of all students, making adjustments as needed to instructional plans. The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

1. Modifies the planned lesson when appropriate

Ineffective	Developing	Effective	Highly Effective
Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully prepar for common areas of misunderstandings or confusions and plans lesson adjustments to a lesson when needed.

2. Persists in seeking alternatives for students who have difficulty mastering the learning outcomes

Ineffective	Developing	Effective	Highly Effective
When a student has difficulty learning, the teacher either gives up or refuses to differentiate the lesson.	Teacher attempts to promote the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

3. Connects learning to student interest

Ineffective	Developing	Effective	Highly Effective
Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.

**DOMAIN 4**

**PROFESSIONAL RESPONSIBILITIES**

**A. Reflects on teaching and professional practice**

Ineffective	Developing	Effective	Highly Effective
The teacher does not accurately assess the effectiveness of the professional practice and has no ideas about how the professional practice could be improved.	The teacher’s reflection is more subjective than objective and does not cite specific evidence of student learning. The teacher recognizes improvement is needed but has limited strategies to improve the professional practice.	The teacher reflects on the effectiveness of the professional practice based on student learning. The teacher identifies the need for specific alternative instructional options for future teaching. The teacher may make some specific suggestions as to how the professional practice might be improved.	The teacher’s reflection on the professional practice is thoughtful and accurate, citing specific evidence based on student learning. The teacher draws on an extensive repertoire to suggest alternative strategies as to how the professional practice might be improved.

**1. Teaching effectiveness is based upon professional practice outcomes.**

Ineffective	Developing	Effective	Highly Effective
Teacher does not know whether a professional practice was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a professional practice.	Teacher has a generally accurate impression of a professional practice’s effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a professional practice’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a professional practice’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the professional practice and weighing the relative strengths of each.

**2. Identifies specific alternative professional practice options for future teaching**

Ineffective	Developing	Effective	Highly Effective
Teacher has no suggestions for how a professional practice could be improved another time the professional practice is taught.	Teacher makes general suggestions about how a professional practice could be improved another time the professional practice is taught.	Teacher makes a few specific suggestions of what could be tried another time the professional practice is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

**B. Maintains accurate records**

Ineffective	Developing	Effective	Highly Effective
The teacher’s systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher’s systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective.	The teacher’s systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective and align with the GCPS grading policy.	The teacher’s systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective and align with the GCPS grading policy.

**1. Maintains records of student progress, assignment completion, and achievement aligned to the GCPS grading policy**

Ineffective	Developing	Effective	Highly Effective
Teacher’s system for maintaining information on student completion of assignments is in disarray. Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher’s system for maintaining information on student completion of assignments or student progress in learning is rudimentary and only partially effective.	Teacher’s system for maintaining information on student completion of assignments and on student progress in learning is fully effective.	Teacher’s system for maintaining information on student completion of assignments and on student progress in learning is fully effective.

2. Maintains non-instructional records (such as attendance, sub plans, etc.)

Ineffective	Developing	Effective	Highly Effective
Teacher’s records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher’s records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher’s system for maintaining information on non-instructional activities is fully effective.	Teacher’s system for maintaining information on non-instructional activities is highly effective.

**C. Communicates with families**

Ineffective	Developing	Effective	Highly Effective
The teacher’s communication with families about the instructional program is nonexistent. The teacher makes no attempt to engage families about individual student progress.	The teacher has limited communication with families about the instructional program. The teacher makes sporadic attempts to engage families about individual student progress.	The teacher frequently provides information about the instructional program and makes an effort to engage families about individual student progress.	The teacher frequently provides information about the instructional program and consistently makes an effort to engage families about individual student progress. Teacher shows evidence of continued contact with family.

1. Provides information about the instructional program

Ineffective	Developing	Effective	Highly Effective
Teacher provides little or no information about the instructional program to families.	Teacher participates in the school’s activities for family communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Teacher shows evidence of continued contact with family.

2. Provides information about individual student progress on a regular basis

Ineffective	Developing	Effective	Highly Effective
Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school’s required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students’ progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity. Teacher shows evidence of continued contact with family.

3. Makes an effort to engage families

Ineffective	Developing	Effective	Highly Effective
Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher’s efforts to engage families in the instructional program are frequent and successful.	Teacher’s efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation. Teacher shows evidence of continued contact with family.

**D. Participates in a professional community**

Ineffective	Developing	Effective	Highly Effective
The teacher avoids participation in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.



1. Maintains professional relationships with colleagues and collaborates with others

Ineffective	Developing	Effective	Highly Effective
Teacher’s relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.

2. Contributes to the achievement of school improvement goals and system-wide initiatives

Ineffective	Developing	Effective	Highly Effective
Teacher avoids becoming involved in school and/or district events.	Teacher participates in school and/ or district events when specifically asked.	Teacher volunteers to participate in school and/or district events, making a substantial contribution	Teacher volunteers to participate in school and/or district events, making a substantial contribution, and assumes a leadership role in the school or district project.

3. Participates in a culture of professional learning

Ineffective	Developing	Effective	Highly Effective
Teacher avoids participation in a culture of professional learning, resisting opportunities to become involved.	Teacher becomes involved in the school’s culture of professional learning when invited to do so.	Teacher actively participates in a culture of professional learning.	Teacher takes a leadership role in promoting a culture of professional learning.

**E. Grows and develops professionally**

Ineffective	Developing	Effective	Highly Effective
The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are required but limits the integration into instructional practices. The teacher acknowledges with some reluctance feedback from supervisors and colleagues.	The teacher participates in professional development and integrates into instructional practices as appropriate. The teacher acknowledges feedback from supervisors and colleagues.	The teacher actively pursues and participates in professional development opportunities and implements new strategies. The teacher seeks feedback from supervisors and colleagues to improve instruction.

1. Provides evidence of professional growth

Ineffective	Developing	Effective	Highly Effective
Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development, then participates and makes a systematic effort to conduct action research.

2. Acknowledges feedback from supervisors and colleagues

Ineffective	Developing	Effective	Highly Effective
Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher welcomes feedback on teaching from colleagues and supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues when opportunities arise through professional collaboration.

**F. Shows professionalism**

Ineffective	Developing	Effective	Highly Effective
The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with GCPS and school regulations.	The teacher has a sense of ethics and professionalism but they show little initiative in gaining knowledge that would improve their ability to serve students. The teacher complies with GCPS and school regulations.	The teacher demonstrates a high level of ethics and professionalism in dealings with both students and colleagues and complies fully with GCPS and school regulations. The teacher works to ensure that all students receive a fair opportunity to succeed.	The teacher demonstrates a high level of ethics and professionalism in dealings with both students and colleagues and complies fully with GCPS and school regulations. The teacher works to ensure that all students receive a fair opportunity to succeed. Teacher seeks out feedback on teaching from both supervisors and colleagues.

**1. Displays integrity and ethical conduct**

Ineffective	Developing	Effective	Highly Effective
Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.

**2. Advocates for all students**

Ineffective	Developing	Effective	Highly Effective
Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is active in serving students. Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, have a fair opportunity to succeed.

**3. Exhibits a professional attitude and positive demeanor**

Ineffective	Developing	Effective	Highly Effective
Teacher displays negative behaviors around colleagues and seldom assumes responsibilities with a professional attitude.	Teacher may behave with a professional demeanor but makes little effort to influence others in a positive way.	Teacher participates in school activities and initiatives with enthusiasm and a positive attitude.	Teacher's leadership role in the school provides colleagues with a positive and professional role model.

**4. Complies with GCPS and school regulations**

Ineffective	Developing	Effective	Highly Effective
Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.