

Planning					
	Description	Needs Improvement (1)	Developing (2)	Proficient (3)	Exemplary (4)
Alignment	All aspects of planning (Unit, Lessons & Assessment) align with one another and with state standards	There is an absence of organization, alignment, and thoughtfulness demonstrated in the planning. No planning.	Some aspects of planning are aligned, but alignment is not evident throughout.	Alignment is evident throughout a majority of the planning. May have a couple of inconsistencies.	Student demonstrates consistent alignment in all areas of planning.
Content Knowledge	Instructional planning and teaching reflect necessary grasp of content to be taught.	Frequent lapses or demonstrations of deficiencies in content knowledge or application.	Adequate grasp of content reflected in planning and teaching, but occasionally reveals gaps in knowledge or understanding.	Planning and teaching reflect competent knowledge of content to teach both foundational knowledge and related higher level thinking skills.	Student demonstrates exceptional grasp of the content, evident in planning and teaching for foundational knowledge and higher level thinking.
Content Pedagogy	Scope and sequence of content is logical, organized and developmentally appropriate.	Content is unclear in teaching and planning. Sequencing is confusing or difficult to discern.	Planning is inconsistent in organizing content logically. Some content may not be developmentally appropriate.	Content is structured effectively for student understanding and considers developmental level of all students.	Student demonstrates exceptional ability to structure content logically and appropriately to benefit student understanding.
Strategies	Selects a variety of developmentally appropriate strategies to instruct & reinforce the content	No strategies provided, or the same strategy used all the time.	Student plans for the use of only a couple of strategies repeatedly. Creativity in planning is not evident. Aspects of instruction or reinforcement are left out.	There is a variety of strategies planned. Evidence that strategies are planned for both instruction and reinforcement.	Student plans for the use of a wide variety of strategies that allow multiple avenues for student demonstration of learning and success.
Differentiation	Designs and adapts units and lessons for all learners—various skill levels, as well as cultural, linguistic, SES, etc.	Does not recognize the difference in students. Different types of learners are not planned for and no accommodations or modifications are made.	Only a few aspects of planning unit and lessons allow for differentiation possibilities.	Many of the components of planning allow for appropriate differentiation possibilities.	Student is prepared to provide beneficial modifications or accommodations in a variety of aspects in all areas planning.

Teaching Behaviors					
	Description	Needs Improvement (1)	Developing (2)	Proficient (3)	Exemplary (4)
Confidence	Strong voice. Certainty in teaching w/out being authoritarian. Reflects confidence in word & actions.	Seems uncertain at most steps of instruction, with pedagogy and student management.	Generally knows what he/she wants to do with content and students, but seems uncertain at points during instruction.	Pleasant and strong, knows what he/she wants to accomplish with content and students, but teaching flow occasionally stutters.	Leaves no doubt that she/he is the leader in the classroom and leads in a strong yet personal manner. Confident at every step of instruction.
Clarity	Clear instructions and transitions. Students know expectations and understand explanations.	Students and teacher seem lost about what to do next at many points during instruction.	Generally clear with instructions, but omissions or lack of clarity interrupt the flow of instruction.	Gives clear instructions most of the time but occasionally does not see or explain something that would benefit all.	Students know what is expected of them at all times. Transitions always smooth, instructions always clear.
Awareness - "with-it-ness"	Aware of student behaviors & needs. Checks for understanding.	Not aware when student understanding needs attention or when student behaviors need re-direction.	Generally aware of student learning needs or need to re-direct students' behaviors, but needs to check for understanding, use questioning to guide instruction, or address student behaviors more often.	Monitors student learning and behaviors well, though occasionally misses need to check for understanding or misses student inattentiveness.	Appears to naturally know how to engage and monitor student attention, learning and behaviors in an encouraging manner.
Implementation of Teaching and Management Strategies	Reflects knowledge of general and minute-by-minute effective teaching strategies. Balance of direction & encouragement.	Very little or no evidence of ability to implement effective teaching or management strategies	Implements effective teaching and management strategies some of the time, but misses opportunities to teach effectively or develop constructive learning environment.	Teaching and management are noticeably effective and specific strategies can be identified. Uses questions to guide instruction fairly well.	Demonstrates effective teaching behaviors at every step of instruction. Guides students in cultivation of a positive and constructive learning environment. Uses questions to guide instruction very well.

Teacher Dispositions					
	Description	Needs Improvement (1)	Developing (2)	Proficient (3)	Exemplary (4)
Outlook	Warm, inviting, positive outlook.	Demeanor and conversation discourage approachability, either on personal level or with professional conversations.	Not noticeably welcoming of others, but not distant either. Colleagues and others would feel free to begin conversation or connection and see the results.	Colleagues and others are comfortable asking questions, talking about personal or professional topics. Demeanor and countenance reflect positive, collaborative spirit.	Noticeably welcoming, encourages others to express ideas and engage personally and professionally. Responds to ideas and interaction with others positively.
Intrapersonal Awareness	Intra-personal awareness of own strengths and weaknesses, teachable.	Clearly not aware of some personal or professional disposition or attitude weaknesses or difficulties, reluctant acceptance of criticism or direction.	Responds fairly well to constructive criticism, recognizes some areas of strengths and needed growth., but may not recognize these on her/his own.	Receives direction well, independently recognizes many of her/his own strengths and weaknesses.	Actively seeks counsel and insight of others. Responds very well to criticism or direction. Independently recognizes own strengths and weaknesses.
Interpersonal Awareness	Listens, encourages dialogue.	No evidence in conversation or collaboration of hearing or valuing the ideas of others. Talks about his/her own ideas and opinions and expresses those opinions often.	Listens to ideas of others politely, but does not always demonstrate willingness to honestly re-consider his/her own perspectives.	Open to the ideas of others, demonstrates appropriate balance of sharing and listening and willingness to honestly consider strengths and weaknesses of his/her own ideas.	Actively seeks to engage with others' ideas or to consider their suggestions. Welcomes others into the conversation and responds positively even to opinions different from his/her own.
Diversity	Values diversity of thought, culture and abilities among students and colleagues.	Makes comments indicating less than respectful opinion of groups of people. Shows no interest in learning the ways of others or considering their perspectives.	Accepts information about other cultures and how to be culturally competent, may not independently apply that knowledge professionally.	Noticeably open to information about and understanding of other cultures and demonstrates readiness to apply that knowledge professionally.	Actively seeks information about and opportunities to engage other cultures or perspectives. Regularly demonstrates desire to gain understanding of how others think and live, and to apply that knowledge professionally.
Professionalism	Timeliness, Gracious and Clear Communication, Attire, Hygiene	Does not recognize traits of or valuing professional attire and/or hygiene, often submits or participates late or communicates awkwardly.	Appropriate attention to professional attire, hygiene, promptness and communication, with occasional lapses or weaknesses.	Recognizes value of professional attire and personal hygiene. Communicates graciously and clearly. Completes all tasks in a timely fashion.	Professional appearance, communication and promptness are <i>clearly</i> and <i>appropriately</i> valued in all situations.
	Dependability, Diligence, Drive, Gives Best to all Work,	Patterns of behavior reflect no recognition of the importance of diligence or dependability.	Usually applies self to task and submits required work, but effort or promptness occasionally reflect less than his or her best.	Applies best effort to all work or assignments, reflects strong work ethic and passion to succeed as a student and teacher.	Dependable and diligent in all situations on all tasks, reflecting a passion for excellent work as a student and teacher.

