	Performance rating			
	Requires Action *(0 points)*	**Developing** *(1 points)*	**Accomplished** *(2 points)*	**Exemplary** *(3 points)*

Domain 1: Planning and Preparation *(Domain weight: 20%)*

| 1a. Demonstrating Knowledge of Content and Pedagogy (Component weight: 4%) | The teacher's plans and practice display **little** knowledge of the content, 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 discipline, prerequisite relationships between them, and the instructional practices specific to that discipline. | The teacher's plans and practice reflect **solid** knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline. | The teacher's plans and practice reflect **extensive** knowledge of the content, the structure of the discipline and instructional practices. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.

The teacher stays abreast of emerging research areas, new and innovative methods and incorporates them into lesson plans and instructional strategies. |
| | ☐ | ☐ | ☐ | ☐ |

Elements include:
  Knowledge of content and the structure of the discipline
  Knowledge of prerequisite relationships
  Knowledge of content-related pedagogy

| 1b. Demonstrating Knowledge of Students (Component weight: 4%) | The teacher demonstrates **little or no** knowledge of students' backgrounds, cultures, skills, learning levels / styles, language proficiencies, interests, and special needs, and does not seek such understanding. | The teacher **indicates** the importance of understanding students' backgrounds, cultures, skills, learning levels / styles, language proficiencies, interests, and special needs, and attains this knowledge for the class as a whole. | The teacher **actively seeks** knowledge of students' backgrounds, cultures, skills, learning levels / styles, language proficiencies, interests, and special needs, and attains this knowledge for groups of students. | The teacher **actively seeks** knowledge of students' backgrounds, cultures, skills, learning levels / styles, language proficiencies, interests, and special needs from a variety of sources, and **attains** this knowledge of individual students. |
| | ☐ | ☐ | ☐ | ☐ |

Elements include:
  Knowledge of child and adolescent development
  Knowledge of the learning process
  Knowledge of students' skills, knowledge, and language proficiency
  Knowledge of students' interests and cultural heritage
  Knowledge of students' special needs

| 1c. Setting Instructional Outcomes (Component weight: 2%) | Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.

The teacher develops **general** student achievement goals for her or his class **OR does not develop** a goal at all. | Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.

The teacher develops **measurable** student achievement goals for her or his class | Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.

The teacher develops **measurable** student achievement goals for her or his class that are **aligned** to content standards. | Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.

The teacher develops **ambitious and measurable** student achievement goals for her or his class that are **aligned** to the content standards. |
| | ☐ | ☐ | ☐ | ☐ |

Elements include:
  Value, sequence, and alignment
  Clarity
  Balance
  Suitability for diverse learners

| 1d. Demonstrating Knowledge of Resources and Technology (Component weight: 2%) | The teacher demonstrates **little or no** familiarity with resources and technology to enhance own knowledge, to use in teaching, or to provide for students who need them. The teacher does not seek such knowledge. | The teacher demonstrates **some** familiarity with resources and technology available through the school or district to enhance own knowledge, to use in teaching, or to provide for students who need them. The teacher does not seek to extend such knowledge. | The teacher is **fully aware** of the resources and technology available through the school or district to enhance own knowledge, to use in teaching, or to provide for students who need them. | The teacher **seeks out** resources and technology (as available) in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and to provide for students who need them. |
| | ☐ | ☐ | ☐ | ☐ |

Elements include:
  Resources and technology for classroom use
  Resources and technology to extend content knowledge and pedagogy
  Resources and technology for students

	Performance rating			
	Requires Action *(0 points)*	**Developing** *(1 points)*	**Accomplished** *(2 points)*	**Exemplary** *(3 points)*
1e. Designing Coherent Instruction (Component weight: 4%)	The series of learning experiences is **poorly aligned** with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students. The teacher does not plan units by identifying the content standards that his or her students will master in each unit OR does not articulate well-designed essential questions for each unit.	The series of learning experiences demonstrates **partial alignment** with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a **recognizable** structure and reflects partial knowledge of students and resources. Based on the annual student achievement goal, the teacher plans units by using 2 of the 4 practices: 1) **identifying** the content standards that his or her students will master in each unit; 2) **articulating** well-designed essential questions for each unit; 3) **employing** backward design in structuring units; and 4) **allocating** an instructionally appropriate amount of time for each unit.	The teacher coordinates knowledge of content, of students, and of content, with students, and of resources to design a series of learning experiences **aligned** to instructional outcomes and suitable for groups of students. The lesson or unit has a **clear** structure and is likely to engage students in significant learning. Based on the annual student achievement goal, the teacher plans units by using 3 of the 4 practices: 1) **identifying** the content standards that his or her students will master in each unit; 2) **articulating** well-designed essential questions for each unit; 3) **employing** backward design in structuring units; and 4) **allocating** an instructionally appropriate amount of time for each unit.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences **aligned** to instructional outcomes, **differentiated** where appropriate to make them suitable for all students, and likely to engage them in significant learning. The lesson or unit structure is **clear** and allows for different pathways according to student needs. Based on the annual student achievement goal, the teacher plans units by using all 4 practices: 1) **identifying** the content standards that his or her students will master in each unit; 2) **articulating** well-designed essential questions for each unit; 3) **employing** backward design in structuring units; and 4) **allocating** an instructionally appropriate amount of time for each unit.
	☐	☐	☐	☐

Elements include:
  Learning activities
  Instructional materials and resources
  Instructional groups
  Lesson and unit structure

1f. Designing Student Assessments (Component weight: 4%)	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 / or 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 intends to use 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 may have adapted assessment for individuals, and the teacher intends to use assessment results to plan future instruction for **individual students**.
	☐	☐	☐	☐

Elements include:
  Congruence with instructional outcomes
  Criteria and standards
  Design of formative assessments
  Use for planning

CLASSROOM TEACHER EVALUATION INSTRUMENT
(Document A)

	Performance rating			
	Requires Action *(0 points)*	**Developing** *(1 points)*	**Accomplished** *(2 points)*	**Exemplary** *(3 points)*
Domain 2: The Classroom Environment			*(Domain % of evaluation score: 20%)*	
2a. Creating an Environment of Respect and Rapport (Component weight: 5%)	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
	☐	☐	☐	☐

Elements include:
  Teacher interaction with students
  Student interactions with other students				

2b. Establishing a Culture for Learning (Component weight: 5%)	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, little or no student pride in work and no evidence that students believe that they can succeed if they work hard.	The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, little evidence that students believe they can succeed if they work hard, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, the belief that students can succeed if they work hard, and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture of learning in which everyone shares a belief in the importance of the subject and the belief that students can succeed if they work hard. All students hold themselves to high standards of performance—for example, by initiating improvements to their work.
	☐	☐	☐	☐

Elements include:
  Importance of the content
  Expectations for learning and achievement
  Student pride in work				

2c. Managing Classroom Procedures (Component weight: 2.5%)	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.
	☐	☐	☐	☐

Elements include:
  Management of instructional groups
  Management of transitions
  Management of materials and supplies
  Performance of noninstructional duties
  Supervision of volunteers and paraprofessionals				

2d. Managing Student Behavior (Component weight: 5%)	There is no evidence that standards of conduct have been established and little or no teacher monitoring against student behavior. Response to student misbehavior is repressive or disrespectful of student dignity. The teacher **does not** reinforce positive behavior. The teacher **does not** address off-task, inappropriate, or challenging behavior efficiently. Inappropriate and off-task student behavior has **significant** negative impact on the learning of students in the class.	It appears that the teacher has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful. The teacher **reinforces** positive behavior. The teacher addresses **some** off-task, inappropriate, or challenging behavior efficiently. Inappropriate and off-task student behavior has **some** negative impact on the learning of students in the class.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respectful to students. The teacher **strategically reinforces** positive behavior. The teacher addresses **most** off-task, inappropriate, or challenging behavior efficiently. Inappropriate and off-task student behavior has **little** negative impact on the learning of students in the class.	Standards of conduct 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 misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. The teacher **strategically reinforces** positive behavior **AND** there is significant evidence that **students** reinforce positive classroom culture. The teacher addresses **almost all** off-task, inappropriate, or challenging behavior efficiently. Inappropriate and off-task student behavior has **no** negative impact on the learning of students in the class.
	☐	☐	☐	☐

Elements include:
  Expectations
  Monitoring of student behavior
  Response to student misbehavior				

	Performance rating			
	Requires Action *(0 points)*	**Developing** *(1 points)*	**Accomplished** *(2 points)*	**Exemplary** *(3 points)*
2e. Organizing Physical Space (Component weight: 2.5%)	The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement supports the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. The teacher uses technology skillfully, as appropriate to the lesson.
	☐	☐	☐	☐

Elements include:
  Safety and accessibility
  Arrangement of furniture and use of physical resources				

	Performance rating			
	Requires Action *(0 points)*	**Developing** *(1 points)*	**Accomplished** *(2 points)*	**Exemplary** *(3 points)*
Domain 3: Instruction			*(Domain % of evaluation score: 40%)*	
3a. Communicating with Students (Component weight: 9%)	The teacher has an inadequate presence in the classroom. The teacher ineffectively develops students' understanding of the objective by not communicating it, OR teacher does not have a clear objective, OR teacher's lesson does not connect to the objective.	The teacher has a solid presence in the classroom. The teacher effectively develops students' understanding of the objective by 1) communicating what students will know or be able to do by the end of the lesson and 2) connecting the objective to prior knowledge.	The teacher has a solid presence in the classroom. The teacher effectively develops students' understanding of the objective by 1) communicating what students will know or be able to do by the end of the lesson; 2) connecting the objective to prior knowledge; and 3) explaining the importance of the objective.	The teacher has a dynamic presence in the classroom. The teacher effectively develops students' understanding of the objective by 1) communicating what students will know or be able to do by the end of the lesson; 2) connecting the objective to prior knowledge; 3) explaining the importance of the objective; and 4) referring to the objective at key points during the lesson.
	☐	☐	☐	☐
Elements include: *Expectations for learning* *Directions and procedures* *Explanations of content* *Use of oral and written language*				
3b. Using Questioning and Discussion Techniques (Component weight: 9%)	The teacher checks for understanding of content, but **misses nearly all** key moments and **does not get** an accurate pulse of the class's understanding from most checks; the teacher **does not** check for understanding. The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion. The teacher **never** responds to students' correct answers by probing for higher-level understanding in an effective manner.	The teacher checks for understanding of content, but misses **several** key moments and gets an accurate pulse of the class's understanding from **most** checks such that the teacher has enough information to adjust subsequent instruction if necessary. Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher **rarely** responds to students' correct answers by probing for higher-level understanding in an effective manner. The teacher's attempts to engage all students in the discussion are only partially successful.	The teacher checks for understanding of content, but **misses one or two** key moments and gets an accurate pulse of the class's understanding from **almost every** check such that the teacher has enough information to adjust subsequent instruction if necessary. Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. The teacher **sometimes** responds to students' correct answers by probing for higher-level understanding in an effective manner. All students participate in the discussion, with the teacher stepping aside when appropriate.	The teacher checks for understanding of content at **all** key moments and gets an accurate pulse of the class's understanding from **every** check such that the teacher has enough information to adjust subsequent instruction if necessary. Questions reflect high expectations and are culturally and developmentally appropriate. The teacher **frequently** responds to students' correct answers by probing for higher-level understanding in an effective manner. Students formulate many of the high-level questions and ensure that all voices are heard.
Elements include:	☐	☐	☐	☐
Quality of questions *Discussion techniques* *Student participation*				
3c. Engaging Students in Learning (Component weight: 9%)	Activities and assignments, materials, and groupings of students are **inappropriate** for the instructional outcomes or students' cultures or 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 are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	Activities and assignments, materials, and groupings of students are **fully appropriate** for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent and is appropriately paced.	Students throughout the lesson are highly intellectually engaged in significant learning and make material and relevant contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.
	☐	☐	☐	☐
Elements include: *Activities and assignments* *Grouping of students* *Use of instructional materials, resources and technology (as available)* *Structure and pacing*				

	Performance rating			
	Requires Action *(0 points)*	**Developing** *(1 points)*	**Accomplished** *(2 points)*	**Exemplary** *(3 points)*
3d. Using Assessment in Instruction (Component weight: 9%)	Assessment is **not used** in instruction, either through monitoring of progress by the teacher or students, or through feedback to students; students are unaware of the assessment criteria used to evaluate their work.	Assessment is **occasionally used** in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, 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, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. The assessments provide students with **multiple ways** to demonstrate mastery.	Assessment is **routinely used** in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teachers, and high-quality feedback to students from a variety of sources. The assessments provide students with **multiple ways** to demonstrate mastery and **multiple opportunities** during the unit to demonstrate mastery.
	☐	☐	☐	☐

Elements include:
  Assessment criteria
  Monitoring of student learning
  Feedback to students
  Student self-assessment and monitoring of progress				

3e. Demonstrating Flexibility and Responsiveness (Component weight: 4%)	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' needs. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment. The teacher **does not re-teach.**	The teacher attempts to modify the lesson when needed and to respond to student questions with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon. In response to student progress data, the teacher **re-teaches**, as appropriate.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests. In response to student progress data, the teacher 1) **re-teaches**, as appropriate, and 2) **modifies long-term plans**, as appropriate.	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. In response to student progress data, the teacher 1) **re-teaches**, as appropriate, 2) **modifies long-term plans**, as appropriate, and 3) **modifies practice**, as appropriate.
	☐	☐	☐	☐

Elements include:
  Lesson adjustment
  Response to students
  Persistence				

CLASSROOM TEACHER EVALUATION INSTRUMENT
(Document A)

	Performance rating			
	Requires Action *(0 points)*	**Developing** *(1 points)*	**Accomplished** *(2 points)*	**Exemplary** *(3 points)*
Domain 4: Professional responsibilities			*(Domain % of evaluation score: 20%)*	
4a. Reflecting on Teaching (Component weight: 3%)	The teacher **does not** accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	The teacher provides a **partially accurate** and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.	The teacher provides an **accurate** and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.	The teacher's reflection on the lesson is **thoughtful and accurate**, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.
	☐	☐	☐	☐
Accuracy *Use in future teaching*				
4b. Maintaining Accurate Records (Component weight: 3%)	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 system 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.**	The teacher's systems for maintaining both instructional and non-instructional records are **accurate, efficient, and effective**. Students contribute to the maintenance of these systems.
	☐	☐	☐	☐

Elements include:
  Student completion of assignments
  Student progress in learning
  Noninstructional records				

4c. Communicating with Families (Component weight: 4%)	The teacher's communication with families about the instructional program or about individual students is **sporadic or culturally inappropriate**. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes **modest attempts** to engage families in the instructional program. However, communications are not always appropriate to the cultures of those families.	The teacher communicates **frequently** with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with families is **frequent and sensitive** to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program as appropriate.
	☐	☐	☐	☐

Elements include:
  Information about the instructional program
  Information about individual students
  Engagement of families in the instructional program				

4d. Participating in a Professional Community (Component weight: 3%)	The teacher **avoids participating** in a professional community or in school and district events and projects; rarely collaborates with colleagues; and 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, makes some effort to collaborate with colleagues, and relationships with colleagues are cordial.	The teacher **participates actively** in the professional community and in school and district events and projects, actively seeks out opportunities to collaborate with others, 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, collaborates with / coaches others through difficult situations, and assumes a leadership role among the faculty.
	☐	☐	☐	☐

Elements include:
  Relationships with colleagues
  Involvement in a culture of professional inquiry
  Service to the school
  Participation in school and district projects				

4e. Growing and Developing Professionally (Component weight: 3%)	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 convenient or are required and makes limited contributions to the profession. The teacher **accepts**, with some reluctance, feedback from supervisors and colleagues.	The teacher **seeks out** opportunities for professional development based on an individual assessment of needs and actively shares expertise with others. The teacher **welcomes** feedback from supervisors and colleagues.	The teacher **actively pursues** professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher **seeks** feedback from supervisors and colleagues.
	☐	☐	☐	☐

Elements include:
  Enhancement of content knowledge and pedagogical skill
  Receptivity to feedback from colleagues
  Service to the profession				

	Performance rating			
	Requires Action *(0 points)*	**Developing** *(1 points)*	**Accomplished** *(2 points)*	**Exemplary** *(3 points)*
4f. Showing Professionalism (Component weight: 4%)	The teacher **inconsistently** adheres to standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher **fails to comply** with school and district regulations and time lines. The teacher has difficulty demonstrating respect, responsibility, honesty and integrity; requires frequent support supervision; resists feedback from colleagues and administrators and does not work cooperatively with school staff.	The teacher **strives** to adhere to standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher **complies minimally** with school and district regulations, doing just enough to get by. The teacher strives to develop behaviors that model the values of respect, responsibility, honesty and integrity. However, he or she requires some support supervision. He or she responds appropriately to and acts upon feedback. He or she works cooperatively with school staff most of the time.	The teacher **consistently** adheres to and models standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher **complies fully and voluntarily** with school and district regulations. Performs with minimum of supervision. The teacher helps members of school community understand and adhere to these professional obligations, responds well to and acts upon feedback and works cooperatively with school staff.	The teacher **consistently** adheres to standards for professional conduct and overall performance requirements; including attendance and punctuality. The teacher **complies fully and voluntarily** with school and district regulations. Performs with minimum of supervision. The teacher helps members of school community understand and adhere to these professional obligations. He or she actively seeks, responds well to and acts upon feedback. Community, families, and students are aware that the teacher models the values of respect, honesty and integrity. The teacher works cooperatively with school staff and actively encourages colleagues to do so.
	☐	☐	☐	☐

Elements include:
  Integrity and ethical conduct
  Service to students
  Advocacy
  Demonstrates logical thinking and makes practical decisions
  Attendance
  Punctuality
  Compliance with school and district regulations