DOMAIN 1: PLANNING AND PREPARATION

Ineffective	Developing	Effective	Highly Effective
1A: Demonstrating Knowledge of Content and Pedagogy			
•Teacher makes content errors. •Teacher does not consider prerequisite relationships when planning. •Teacher's plans use inappropriate strategies for the discipline.	•Teacher is familiar with the discipline but does not see conceptual relationships. •Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. •Lesson and unit plans use limited instructional strategies and some are not be suitable to the content.	•The teacher can identify important concepts of the discipline, and their relationships to one another. •The teacher consistently provides clear explanations of the content. •The teacher answers student questions accurately and provides feedback that furthers their learning. •The teacher seeks out content- related professional development.	In addition to the characteristics of "Effective," •Teacher cites intra- and inter-disciplinary content relationships. •Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.
1B: Demonstrating Knowledge of Students			
•Teacher does not understand child development characteristics and has unrealistic expectations for students. •Teacher does not try to ascertain varied ability levels among students in the class. •Teacher is not aware of student interests or cultural heritages. •Teacher takes no responsibility to learn about students' medical or learning disabilities.	•Teacher cites developmental theory, but does not seek to integrate it into lesson planning. •Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group." •The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences. •The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.	•The teacher knows, for groups of students, their levels of cognitive development •The teacher is aware of the different cultural groups in the class. •The teacher has a good idea of the range of interests of students in the class. •The teacher has identified "high," "medium," and "low" groups of students within the class. •The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning. •The teacher is aware of the special needs represented by students in the class.	In addition to the characteristics of "Effective," •The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. •The teacher seeks out information about their cultural heritage from all students. •The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
1C: Setting Instructional Outcomes			
•Outcomes lack rigor. •Outcomes do not represent important learning in the discipline. •Outcomes are not clear or are stated as activities. •Outcomes are not suitable for many students in the class.	•Outcomes represent a mixture of low expectations and rigor. •Some outcomes reflect important learning in the discipline. •Outcomes are suitable for most of the class.	•Outcomes represent high expectations and rigor. •Outcomes are related to "big ideas" of the discipline. •Outcomes are written in terms of what students will learn rather than do. •Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication. •Outcomes are suitable to groups of students in the class, differentiated where necessary.	In addition to the characteristics of "Effective," •Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing. •Teacher connects outcomes to previous and future learning •Outcomes are differentiated to encourage individual students to take educational risks.

	Ineffective	Developing	Effective	Highly Effective
1D: Demonstrating Knowledge of Resources				
	• The teacher only uses district-provided materials, even when more variety would assist some students. • The teacher does not seek out resources available to expand his/her own skill. • Although aware of some student needs, the teacher does not inquire about possible resources.	• The teacher uses materials in the school library, but does not search beyond the school for resources. • The teacher participates in content-area workshops offered by the school, but does not pursue other professional development. • The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.	• Texts are at varied levels. • Texts are supplemented by guest speakers and field experiences. • Teacher facilitates Internet resources. • Resources are multi-disciplinary. • Teacher expands knowledge with professional learning groups and organizations. • Teacher pursues options offered by universities. • Teacher provides lists of resources outside the class for students to draw on.	In addition to the characteristics of "Effective," • Texts are matched to student skill level. • The teacher has ongoing relationship with colleges and universities that support student learning. • The teacher maintains log of resources for student reference. • The teacher pursues apprenticeships to increase discipline knowledge. • The teacher facilitates student contact with resources outside the classroom.
1E: Designing Coherent Instruction				
	• Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes. • Instructional groups do not support learning. • Lesson plans are not structured or sequenced and are unrealistic in their expectations.	• Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random or only partially support objectives. • Lesson structure is uneven or may be unrealistic in terms of time expectations.	• Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • Teacher provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations.	In addition to the characteristics of "Effective," • Activities permit student choice. • Learning experiences connect to other disciplines. • Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. • Lesson plans differentiate for individual student needs.
1F: Designing Student Assessments				
	• Assessments do not match instructional outcomes. • Assessments have no criteria. • No formative assessments have been designed. • Assessment results do not affect future plans.	• Only some of the instructional outcomes are addressed in the planned assessments. • Assessment criteria are vague. • Plans refer to the use of formative assessments, but they are not fully developed. • Assessment results are used to design lesson plans for the whole class, not individual students.	• All the learning outcomes have a method for assessment. • Assessment types match learning expectations. • Plans indicate modified assessments for some students as needed. • Assessment criteria are clearly written. • Plans include formative assessments to use during instruction. • Lesson plans indicate possible adjustments based on formative assessment data.	In addition to the characteristics of "Effective," • Assessments provide opportunities for student choice. • Students participate in designing assessments for their own work. • Teacher-designed assessments are authentic with real-world application, as appropriate. • Students develop rubrics according to teacher-specified learning objectives. • Students are actively involved in collecting information from formative assessments and provide input.

Charlotte Danielson's Critical Attributes for the Classroom

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Ineffective	Developing	Effective	Highly Effective
2A: Creating an Environment of Respect and Rapport			
• Teacher uses disrespectful talk towards students. Student body language indicates feelings of hurt or insecurity. • Students use disrespectful talk towards one another with no response from the teacher. • Teacher displays no familiarity with or caring about individual students' interests or personalities.	• The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. • Teacher attempts to respond to disrespectful behavior among students, with uneven results. • Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.	• Talk between teacher and students and among students is uniformly respectful. • Teacher responds to disrespectful behavior among students. • Teacher makes superficial connections with individual students.	In addition to the characteristics of "Effective," • Teacher demonstrates knowledge and caring about individual students' lives beyond school. • When necessary, students correct one another in their conduct towards classmates. • There is no disrespectful behavior among students. • The teacher's response to a student's incorrect response respects the student's dignity.
2B: Establishing a Culture for Learning			
• The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments. • The teacher conveys to at least some students that the work is too challenging for them. • Students exhibit little or no pride in their work. • Class time is devoted more to socializing than to learning	• Teacher's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off." • The teacher conveys high expectations for only some students. • Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work. • Many students indicate that they are looking for an "easy path."	• The teacher communicates the importance of learning, and that with hard work all students can be successful in it. • The teacher demonstrates a high regard for student abilities. • Teacher conveys an expectation of high levels of student effort. • Students expend good effort to complete work of high quality.	In addition to the characteristics of "Effective," • The teacher communicates a genuine passion for the subject. • Students indicate that they are not satisfied unless they have complete understanding. • Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer. • Students recognize the efforts of their classmates. • Students take initiative in improving the quality of their work.
2C: Managing Classroom Procedures			
• Students not working with the teacher are disruptive to the class. • There are no established procedures for distributing and collecting materials. • Procedures for other activities are confused or chaotic.	• Small groups are only partially engaged while not working directly with the teacher. • Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough. • Classroom routines function unevenly.	• The students are productively engaged during small group work. • Transitions between large and small group activities are smooth. • Routines for distribution and collection of materials and supplies work efficiently. • Classroom routines function smoothly.	In addition to the characteristics of "Effective," • Students take the initiative with their classmates to ensure that their time is used productively. • Students themselves ensure that transitions and other routines are accomplished smoothly. • Students take initiative in distributing and collecting materials efficiently.

Ineffective	Developing	Effective	Highly Effective
2D: Managing Student Behavior			
• The classroom environment is chaotic, with no apparent standards of conduct. • The teacher does not monitor student behavior. • Some students violate classroom rules, without apparent teacher awareness. • When the teacher notices student misbehavior, s/he appears helpless to do anything about it.	• Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. • Teacher attempts to keep track of student behavior, but with no apparent system. • The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.	• Standards of conduct appear to have been established. • Student behavior is generally appropriate. • The teacher frequently monitors student behavior. • Teacher's response to student misbehavior is effective. • Teacher acknowledges good behavior.	In addition to the characteristics of "Effective," • Student behavior is entirely appropriate; no evidence of student misbehavior. • The teacher monitors student behavior without speaking – just moving about. • Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.
2E: Organizing Physical Space			
• There are physical hazards in the classroom, endangering student safety. • Many students can't see or hear the teacher or the board. • Available technology is not being used, even if available and its use would enhance the lesson.	• The physical environment is safe, and most students can see and hear. • The physical environment is not an impediment to learning, but does not enhance it. • The teacher makes limited use of available technology and other resources.	• The classroom is safe, and all students are able to see and hear. • The classroom is arranged to support the instructional goals and learning activities. • The teacher makes appropriate use of available technology.	In addition to the characteristics of "Effective," • Modifications are made to the physical environment to accommodate students with special needs. • There is total alignment between the goals of the lesson and the physical environment. • Students take the initiative to adjust the physical environment. • Teachers and students make extensive and imaginative use of available technology.

DOMAIN 3: INSTRUCTION

Ineffective	Developing	Effective	Highly Effective
3A: Communicating with Students			
• At no time during the lesson does the teacher convey to the students what they will be learning. • Students indicate through their questions that they are confused as to the learning task. • The teacher makes a serious content error that will affect students' understanding of the lesson. • Students indicate through body language or questions that they don't understand the content being presented. • Teacher's communications include errors of vocabulary or usage. • Vocabulary is inappropriate to the age or culture of the students.	• The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. • Teacher must clarify the learning task so students can complete it. • The teacher makes no serious content errors, although may make a minor error. • The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students. • Vocabulary and usage are correct but unimaginative. • Vocabulary is too advanced or juvenile for the students.	• The teacher states clearly, at some point during the lesson, what the students will be learning. • If appropriate, the teacher models the process to be followed in the task. • Students engage with the learning task, indicating that they understand what they are to do. • The teacher makes no content errors. • Teacher's explanation of content is clear, and invites student participation and thinking. • Vocabulary and usage are correct and completely suited to the lesson. • Vocabulary is appropriate to the students' ages and levels of development.	In addition to the characteristics of "Effective," • The teacher points out possible areas for misunderstanding. • Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. • All students seem to understand the presentation. • The teacher invites students to explain the content to the class, or to classmates. • Teacher uses rich language, offering brief vocabulary lessons where appropriate.
3B: Using Questioning Prompts and Discussion			
• Questions are rapid-fire, and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between teacher and students; students are not invited to speak directly to one another. • A few students dominate the discussion.	• Teacher frames some questions designed to promote student • thinking, but only a few students are involved. • The teacher invites students to respond directly to one another's ideas, but few students respond. • Teacher calls on many students, but only a small number actually participate in the discussion.	• Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers. • The teacher makes effective use of wait time. • The teacher builds on uses student responses to questions effectively. • Discussions enable students to talk to one another, without ongoing mediation by the teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion.	In addition to the characteristics of "Effective," • Students initiate higher-order questions. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion.
3C: Engaging Students in Learning			
• Few students are intellectually engaged in the lesson. • Learning tasks require only recall or have a single correct response or method. • The materials used ask students only to perform rote tasks. • Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags, or is rushed.	• Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and recall. • Student engagement with the content is largely passive, learning primarily facts or procedures. • Students have no choice in how they complete tasks. • The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. • The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking. • The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.	• Most students are intellectually engaged in the lesson. • Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. • Students have some choice in how they complete learning tasks. • There is a mix of different types of groupings, suitable to the lesson objectives. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged.	In addition to the characteristics of "Effective," • Virtually all students are highly engaged in the lesson. • Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. • Students suggest modifications to the grouping patterns used. • Students have extensive choice in how they complete tasks. • Students suggest modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

Ineffective	Developing	Effective	Highly Effective
3D: Using Assessment in Instruction			
• The teacher gives no indication of what high quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Feedback is only global. • The teacher does not ask students to evaluate their own or classmates' work.	• There is little evidence that the students understand how their work will be evaluated. • Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. • Teacher requests global indications of student understanding. • Feedback to students is not uniformly specific, not oriented towards future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer-assessment. • The teacher's attempts to adjust the lesson are partially successful.	• Students indicate that they clearly understand the characteristics of high-quality work. • The teacher elicits evidence of student understanding during the lesson Students are invited to assess their own work and make improvements. • Feedback includes specific and timely guidance for at least groups of students. • The teacher attempts to engage students in self- or peer-assessment. • When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. • The teacher circulates during small group or independent work, offering suggestions to groups of students. • The teacher uses a specifically-formulated question to elicit evidence of student understanding. • The teacher asks students to look over their papers to correct their errors.	In addition to the characteristics of "Effective," • There is evidence that students have helped establish the evaluation criteria. • Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. • Teacher makes frequent use of strategies to elicit information about individual student understanding. • Feedback to students is specific and timely, and is provided from many sources, including other students. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. • The teacher's adjustments to the lesson are designed to assist individual students.
3E: Demonstrating Flexibility and Responsiveness			
• Teacher ignores indications of student boredom or lack of understanding. • Teacher brushes aside student questions. • Teacher makes no attempt to incorporate student interests into the lesson. • The teacher conveys to students that when they have difficulty learning, it is their fault. • In reflecting on practice, the teacher does not indicate that it is important to reach all students.	• Teacher's efforts to modify the lesson are only partially successful. • Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson. • The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them. • In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.	• Teacher successfully makes a minor modification to the lesson. • Teacher incorporates students' interests and questions into the heart of the lesson. • The teacher conveys to students that she has other approaches to try when the students experience difficulty. • In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.	In addition to the characteristics of "Effective," • Teacher successfully executes a major lesson readjustment when needed. • Teacher seizes on a teachable moment to enhance a lesson. • The teacher conveys to students that he won't consider a lesson "finished" until every student understands, and that he has a broad range of approaches to use. • In reflecting on practice, the teacher can cite others in the school and beyond who she has contacted for assistance in reaching some students.