

Component Summary - Teacher

Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>1a: Demonstrating knowledge of content and pedagogy</i>	Makes content errors or fails to correct student errors; displays little understanding of the subject, structure of the discipline, or pedagogical issues involved in student learning of content	Displays basic content and pedagogical knowledge but does not make connections with other disciplines or anticipate student misconceptions.	Demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Instructional practices reflect current pedagogical knowledge.	Knowledge of the content and pedagogy are extensive, showing evidence of connections with other disciplines and a continuing search for improved practice. Actively builds on knowledge of prerequisites when designing instruction.
<i>1b: Demonstrating knowledge of students</i>	Displays minimal knowledge of developmental characteristics of age group, or students’ skills and knowledge, interests, cultural heritage and/or approaches to learning.	Demonstrates knowledge of students’ developmental characteristics, skills and interests, cultural heritage and attempts to use this knowledge in planning for the class as a whole.	Demonstrates knowledge of students’ developmental characteristics, skills and interests, cultural heritage and uses this knowledge to plan for groups of students.	Demonstrates knowledge of students’ developmental characteristics, skills and interests, cultural heritage and uses this knowledge to plan for individual and class learning.
<i>1c: Selecting instructional goals</i>	Instructional goals are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional goals 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 Educator makes no attempt at coordination or integration.	Instructional goals 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 are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional goals are stated as goals that can be assessed, reflecting consistently higher levels of learning and District curriculum standards. They represent different types of content opportunities for both coordination and integration account of the needs of individual students.
<i>1d: Demonstrating knowledge of resources</i>	Educator is unaware of resources to assist students who need them or the resources utilized are unsuitable for students and are not aligned with district curriculum framework and Illinois State Learning Standards.	Resources utilized are adequate, represent basic learning suitable for most students and are partially aligned with the district curriculum framework and Illinois State Learning Standards.	Resources utilized are varied, represent high level learning suitable for most students and are aligned with district curriculum framework and Illinois State Learning Standards.	Resources utilized represent high level learning suitable for all students, are aligned with district curriculum framework and Illinois State Learning Standards, and are adapted, where necessary, to meet the needs of individual students. Educator actively seeks other resources from professional sources and the community.
<i>1e: Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional goals and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional goals, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Educator coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional goals and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Educator coordinates knowledge of content, of students, of resources, to design a series of learning experiences aligned to instructional goals, differentiated when appropriate to make them suitable to all students and to engage them in significant learning. The lesson or unit has clear structure and allows for different pathways adaptable to student needs.
<i>1f: Assessing student learning</i>	Approach to assessment contains no clear criteria or standards and lacks congruence with the instructional goals. Educator has no plans to use results of assessment to design future instruction.	Plan for student assessment is partially aligned with the instructional goals and includes criteria and standards that are not entirely clear or understood by students. Educator uses the assessments to plan for future instruction for the class as a whole.	Plan for student assessment is aligned with the instructional goals with clear assessment criteria and standards that have been communicated to students. Educator uses the assessments to plan for groups of students or individuals.	Plan for student assessment is aligned with the instructional goals containing clear assessment criteria and standards that are not only understood by students but also show evidence of student participation in their development. Educator monitors progress in achieving the goals.

Component Summary - Teacher

Domain 2: The Classroom Environment

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>2a: Creating an environment of respect and rapport</i>	Classroom interactions are negative or inappropriate and characterized by sarcasm, put-downs, or conflict. Students exhibit disrespect to others.	Classroom interactions between teacher and student are generally appropriate but may reflect some displays of insensitivity or lack of responsiveness to cultural or development differences among students. Students do not demonstrate negative behavior toward others.	Classroom interactions are respectful of the cultural and developmental differences between groups of students. Most students exhibit respect toward educator and each other.	Classroom interactions are highly respectful, reflecting genuine warmth and caring towards individuals and sensitivity to students' cultures and levels of development. Most students themselves ensure maintenance of high levels of civility among members of the class.
<i>2b: Establishing a culture for learning</i>	The classroom does not represent a culture for learning and is characterized by low educator commitment to the curriculum, low expectations for student achievement, and students demonstrate little pride in work	The classroom environment reflects commitment to the curriculum and modest or inconsistent expectations for student achievement. The majority of students demonstrate minimal pride in work.	The classroom environment represents a genuine culture for learning with commitment to the curriculum and high expectations for student achievement. Most students actively participate and show pride in work.	Educator demonstrates a passionate commitment to the curriculum. Most students assume some of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard.
<i>2c: Managing classroom procedures</i>	Classroom routines and procedures for transitions, handling of supplies and performance of classroom duties are nonexistent, unsafe, or inefficient resulting in the loss of much instructional time	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instructional time. Safe procedures are followed but not comprehensive.	Classroom routines and procedures have been established and function smoothly, safely, and with little loss of instructional time.	Classroom routines and procedures are seamless in their operation, and most students assume some responsibility for their smooth functioning.
<i>2d: Managing student behavior</i>	Student behavior is poor, with no clear expectation, no monitoring of student behavior, and inappropriate responses to student misbehavior.	Educator makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful or are inconsistently implemented.	Educator is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are consistent, appropriate, and respectful to students.	Most student behavior is appropriate, with evidence of student participation in setting expectations and monitoring behavior. Educator's monitoring of student behavior is subtle and preventive, and Educator's response to student misbehavior is sensitive to individual student needs.
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the educator's use of physical resources is moderately effective. Educator 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; educator ensures that the physical arrangement is appropriate to the learning activities. Educator makes effective use of physical resources.	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.

Component Summary - Teacher

Domain 3: Instruction

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>3a: Communicating clearly and accurately</i>	Educator’s oral and written communication contains errors or is unclear or inappropriate to students’ cultures or levels of development.	Educator’s oral and written communication contains no errors but may not be completely appropriate to students’ cultures or levels of development. Communications may require further elaboration to avoid confusion.	Educator communicates clearly and accurately to students, both orally and in writing. Communications are appropriate to students’ cultures and levels of development	Educator’s oral and written communication is clear and expressive, appropriate to students’ cultures and levels of development. Communications also anticipate possible student misconceptions.
<i>3b: Using questioning and discussion techniques</i>	Educator’s questions are low-level or inappropriate, limited student participation, and recitation rather than discussion.	Some of educator’s questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Educator attempts to engage all students in discussion are only partially successful.	Most of the educator’s questions elicit a thoughtful response, and the educator allows sufficient time for students to answer. Many students participate in the discussion, with the educator stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate some of the high-level question. Most students participate in the discussion, with the educator stepping aside when appropriate.
<i>3c: Engaging students in learning</i>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional goals, 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 to the instructional goals, or students’ cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has uneven structure or pacing.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional goals, and students’ cultures and levels of understanding. Most students are engaged in work of a high level. The lesson’s structure is coherent, with appropriate pace.	Most students are highly intellectually engaged throughout the lesson in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<i>3d: Using Assessment for Instruction</i>	Assessment is not used in instruction, either through students’ awareness of the assessment criteria, monitoring of progress by educator or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by educator 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 educator and/or students, and through high quality feedback to students. Students are aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and educators, and high quality feedback to students from a variety of sources.
<i>3e: Demonstrating flexibility and responsiveness</i>	Educator adheres to the instruction plan in spite of evidence of poor student understanding or of students’ lack of interest, and fails to respond to student questions; educator assumes no responsibility for students’ failure to understand.	Educator demonstrates moderate flexibility and responsiveness to student questions, needs and interests during a lesson, and seeks to ensure the success of all students.	Educator ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs and interests.	Educator is highly responsive to individual students’ needs, interests and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students.

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Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>4a: Reflecting on Professional Practices</i>	Reflection is absent, inaccurate or educator poses no ideas of how to improve.	Reflection is generally accurate; yet makes few suggestions for improvement. Educator makes general suggestions as to how the lessons and practice might be improved.	Educator’s reflection provides an accurate and objective description of the lessons and practice, and cites specific positive and negative characteristics. Educator makes some specific suggestions as to how the lesson might be improved.	Educator’s reflection on the lesson and practice is highly accurate and perceptive, and cites specific examples that were not fully successful, for at least some students. Educator draws on an extensive repertoire to suggest alternative strategies.
<i>4b: Maintaining Accurate Records</i>	Educator does not maintain and submit records/reports in a timely manner. The system for maintaining information is not evident or in disarray. Records contain errors.	Maintains and submits records/reports in a timely manner; yet system is rudimentary and only partially effective. Records are accurate.	Educator’s system for maintaining accurate records is efficient and effective.	Educator’s system for maintaining accurate records is efficient and effective, and students contribute to its maintenance.
<i>4c: Communicating with Families</i>	Provides little or no information to families and makes limited or inappropriate attempts to engage them. Educator is not available to students and parents at reasonable times.	Complies with school/district procedures for communicating with families and makes an effort to engage them. Educator is available to students and parents at reasonable times. But communications are not always appropriate to the cultures of those families.	Educator communicates frequently with families and successfully engages them in the instructional program. They convey information to families about individual students in a culturally appropriate manner.	Initiates and encourages frequent and varied two-way communications with families engaging them in information about instructional standards and programs, classroom procedures, and student progress. Parent/Community concerns are handled sensitively and effectively.
<i>4d: Contributing to the School and District</i>	Relationships with staff are negative or self-serving. Avoids involvement in school and/or district events or projects. Actively works against school district initiatives.	Relationships with staff are professional and productive. Participates in events and activities when required or specifically asked.	Cultivates relationships with staff and maintains positive and productive relationships with colleagues that are professional and productive. Educator is engaged in school and district initiatives, events, and activities and contributes to them.	Demonstrates substantial leadership and contributions to school and district initiatives, events and projects by working cooperatively and respectfully with others. Actively supports and implements the school/district improvement plans.
<i>4e: Growing and Developing Professionally</i>	Does not actively participate in professional development activities unless required. No evidence is apparent of application of new learning.	Attends and participates in professional development activities when required or convenient. Little application of new learning is evident in practice.	Participates actively in a variety of professional development activities and utilizes the new skills appropriately.	Makes substantial contribution to school, district, and the profession by pursuing and engaging in a variety of professional development activities. Responsibilities go beyond primary assignments; assists other in implementing strategies to improve and enhance school/district programs.
<i>4f: Demonstrating Professionalism</i>	Is not alert to students’ needs. Educator contributes to practices that are self-serving or result in students being poorly served. Does not maintain confidentiality. Educator consistently fails to comply with regulations and timelines.	Attempts to meet student needs are genuine but inconsistent. Educator does not knowingly participate in practices that contribute to students being poorly served. Generally respects confidentiality. Educator complies minimally with regulations and timelines.	Makes genuine and successful efforts to meet students’ needs. Maintains a level of confidentiality and meets professional responsibilities. Educator complies with regulations and timelines.	Treats students, staff, and parents with respect, and maintains sensitive information with confidentiality. Models high standards of attendance and punctuality, advocating for students, and precision in meeting professional responsibilities. Educator complies fully with regulations and timelines.