

DOMAIN I	<b>PLANNING AND PREPARATION</b> <b>Demonstrating Knowledge of Content and Pedagogy</b>			
ELEMENT	<b>Level Of Performance</b>			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Knowledge of content and the structure of the discipline</b>	In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
<b>Knowledge of prerequisite relationships</b>	Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.
<b>Knowledge of content – related pedagogy</b>	Teacher displays 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 are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

DOMAIN I	<b>PLANNING AND PREPARATION</b> <b>Setting Instructional Goals</b>			
ELEMENT	<b>Level Of Performance</b>			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Value, sequence, and alignment</b>	Goals 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.	Goals represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most goals represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning	All goals 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.
<b>Clarity</b>	Goals are either not clear or are stated as activities rather than as student learning. Goals do not permit viable methods of assessment.	Goals 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 goals are clear, written in the form of student learning. Most suggest viable methods of assessment.	The goals are clear, written in the form of student learning, and permit viable methods of assessment.
<b>Balance</b>	Goals reflect only one type of learning and only one discipline or strand.	Goals reflect several types of learning, but teacher has made no attempt at coordination or integration.	Goals reflect several different types of learning and opportunities for coordination.	Where appropriate, goals reflect several different types of learning and opportunities for both coordination and integration.
<b>Suitability for diverse learners</b>	Goals are not suitable for the class or are not based on any assessment of student needs.	Most of the goals are suitable for most of the students in the class based on global assessments of student learning.	Most of the goals are suitable for all students in the class and are based on evidence of student proficiency. However; the needs of some individual students may not be accommodated.	Goals are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

DOMAIN I	<b>PLANNING AND PREPARATION</b> <b>Designing Coherent Instruction</b>			
ELEMENT	<b>Level Of Performance</b>			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Learning activities</b>	Learning activities are not suitable to instructional goals and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional goals. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional goals, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional goals. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
<b>Instructional materials and resources</b>	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 to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional goals, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional goals, 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.
<b>Instructional groups</b>	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups partially support the instructional goals, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional goals.	Instructional groups are varied as appropriate to the students and the different instructional goals. There is evidence of student choice in selecting the different patterns of instructional groups.
<b>Lesson and unit structure</b>	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 of unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression is highly coherent.

Source: From *Enhancing Professional Practice: A Framework for Teaching, 2<sup>nd</sup> Edition*, by C. Danielson, 2007, Alexandria, VA: ASCD

<b>PLANNING AND PREPARATION</b>			
<b>Plans are aligned with NJCCCS and CCSS</b>			
<b>Level of Performance</b>			
<b>INEFFECTIVE</b>	<b>PARTIALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
Standards are not identified in the submitted plans.	Plans are aligned to standards, but not the most current.	Plans are aligned to the most current, appropriate standards.	Plans are aligned to the most current, appropriate standards and reflect interdisciplinary alignment.

DOMAIN II	<p style="text-align: center;"><b>THE LEARNING ENVIRONMENT</b>  <b>Creating an Environment of Respect and Rapport</b></p>			
ELEMENT	Level Of Performance			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Teacher interaction with students</b>	Teacher interaction with at least some 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 culture of the students. Students exhibit respect for the teacher.	Teacher interactions with the students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
<b>Student interactions with other students</b>	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate respect 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.

DOMAIN II	<b>THE LEARNING ENVIRONMENT</b> <b>Establishing a Culture of Learning</b>			
ELEMENT	<b>Level Of Performance</b>			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Importance of the content</b>	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
<b>Expectations for learning and achievement</b>	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional goals, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional goals, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional goals, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
<b>Student pride in work</b>	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete the task rather than do high-quality work.	Students minimally accept responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.

DOMAIN II	THE LEARNING ENVIRONMENT Managing Classroom Procedures			
	Level Of Performance			
ELEMENT	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Management of instructional groups</b>	Students not working with the teacher are not productively engaged or are disruptive to the class.	Students in only some groups 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.
<b>Management of transitions</b>	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some 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.
<b>Management of materials and supplies</b>	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with 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.
<b>Performance of noninstructional duties</b>	Considerable instructional time is lost in performing noninstructional duties.	Systems for performing noninstructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.
<b>Supervision of volunteers and paraprofessionals</b>	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

DOMAIN II	THE LEARNING ENVIRONMENT Managing Student Behavior			
ELEMENT	Level Of Performance			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Expectations</b>	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
<b>Monitoring of Student Behavior</b>	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.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
<b>Response to student misbehavior</b>	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

DOMAIN III	INSTRUCTION Communicating Clearly and Accurately			
	Level Of Performance			
ELEMENT	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Expectations for learning</b>	Teacher's purpose in the 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 where it is situated within broader learning.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning, linking that purpose to student interests.
<b>Directions and procedures</b>	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
<b>Explanations of content</b>	Teacher's explanation of the content is unclear or confusing and uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
<b>Use of oral and written language</b>	Teacher's spoken language is inaudible, or written language is illegible. 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, or written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the 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.	Teacher's spoken and written language correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabulary.

DOMAIN III	INSTRUCTION			
	Using Questioning and Discussion Techniques			
ELEMENT	Level Of Performance			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Quality of questions</b>	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
<b>Discussion techniques</b>	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 uneven 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.
<b>Student participation</b>	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.

DOMAIN III	INSTRUCTION Engaging Students in Learning			
	Level Of Performance			
ELEMENT	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Activities and assignments</b>	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	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 engaging 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.
<b>Grouping of students</b>	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals 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.
<b>Instructional materials and resources</b>	Instructional materials and resources are unsuitable to the instructional purposes or do not engage the students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance learning.
<b>Structure and pacing</b>	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 maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has 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.

DOMAIN III	INSTRUCTION Using Assessment in Instruction			
	Level Of Performance			
ELEMENT	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Assessment criteria</b>	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.
<b>Monitoring of student learning</b>	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
<b>Feedback to students</b>	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
<b>Student self-assessment and monitoring of progress</b>	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.

DOMAIN III	INSTRUCTION Demonstrating Flexibility and Responsiveness			
	Level Of Performance			
ELEMENT	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Lesson adjustment</b>	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust the lesson when needed, with only partially successful results.	Teacher makes minor adjustments to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes major adjustment to a lesson when needed.
<b>Response to students</b>	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.
<b>Persistence</b>	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment	Teacher accepts responsibility for the success of all students but has only 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 approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

DOMAIN IV	<b>PROFESSIONAL RESPONSIBILITIES</b> <b>Participating in a Professional Community</b>			
ELEMENT	Level Of Performance			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Relationship with colleagues</b>	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.	Teacher's 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.
<b>Involvement in a culture of professional inquiry</b>	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
<b>Service to the school</b>	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
<b>Participation in school and district projects.</b>	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects making a substantial contribution, and assumes a leadership role in a major school or district project.

DOMAIN IV	PROFESSIONAL RESPONSIBILITIES Demonstrating Professionalism			
ELEMENT	Level Of Performance			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Integrity and ethical conduct</b>	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 takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.
<b>Service to students</b>	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when needed.
<b>Advocacy</b>	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
<b>Decision making</b>	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
<b>Compliance with school and district regulations</b>	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.