1. Lesson Design and Focus				
Students sustain focus on a specific, standards-aligned objective that moves them toward mastery.				
In one lesson…	**Highly Effective**	**Effective**	**Partially Effective**	**Ineffective**
1a. Lesson Sequence Individual, standards-aligned lessons build on previous lessons and on students' prior knowledge.	Students connect lesson to previous learning, unit, and long-term goals.	Teacher connects lesson to all of the following: previous learning, unit, and long-term goals.	Teacher connects lesson to at least one of the following: previous learning, unit, or long-term goals.	Teacher does not or only partly connects lesson to previous learning, unit, or long-term goals.
1b. Lesson Components Lesson components are standards-aligned and move students toward mastery of an objective that is aligned to essential understandings in the standards.	All/nearly all lesson components are organized and delivered to move students toward mastery of the objective.	Most of the lesson components are organized and delivered to move students toward mastery of the objective.	Some lesson components are aligned to the objective and some are organized to move students toward mastery of the objective.	Lesson components are not aligned to the objective and do not move students toward mastery of the objective.
1c. Pacing and Momentum Teacher maximizes learning time.	All/nearly all students work productively to maximize their learning. Teacher spends appropriate amount of time on each component of the lesson. Lesson has a clear structure and progression.	Most students work productively to maximize their learning. Teacher spends appropriate amount of time on each component of the lesson. Lesson has a clear structure and progression.	Teacher spends too much or too little time on one component. Structure may be inconsistent.	Overall lesson pace is too slow or too fast or students may sit idle.
1d. Clarity Teacher clearly and accurately communicates content and instructions.	Content and instructions are communicated clearly and accurately in a way that anticipates student misconceptions. All/nearly all students know what they should be doing.	Content and instructions are communicated clearly and accurately. Most students know what they should be doing.	Content and instructions are sometimes unclear or inaccurate.	Content and instructions are unclear or inaccurate.

Over the course of the year…

1e. Coherent Planning: Lesson plans are also standards-based, grade-level appropriate, and reflect work toward annual student achievement goals. Lesson plans are, when applicable, collaboratively developed with other staff who will be helping to implement the lesson plan.	Consistently	Frequently	Sometimes	Rarely
1f. Progression of Instruction: Lesson objectives fit into a larger, coherent sequence that leads to student mastery of the appropriate standards.	Consistently	Frequently	Sometimes	Rarely

Overall Rating based on evidence	**Highly Effective** 4	**Effective** 3	**Partially Effective** 2	**Ineffective** 1

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2. Rigor and Inclusiveness
Instructional strategies challenge all students and provide multiple pathways to mastery.

In one lesson…	Highly Effective	Effective	Partially Effective	Ineffective
2a. Tailored Instruction Teacher tailors instruction to move all students toward mastery.	Teacher consistently tailors strategies that reflect knowledge of students and lead to mastery for all/nearly all students.	Teacher often tailors strategies that reflect knowledge of students and lead to mastery for most students.	Teacher sometimes tailors strategies that reflect knowledge of students. Some strategies lead to mastery for some students.	Teacher does not tailor strategies or strategies do not lead to student mastery.
2b. Questions & Tasks Questions and tasks ensure student comprehension and ask for application, analysis, and/or synthesis.	Questions and tasks consistently ensure student comprehension as well as application, analysis, and synthesis.	Questions and tasks often ensure student comprehension as well as some application, analysis, and synthesis.	Questions and tasks promote student comprehension and minimal or inconsistent application, analysis, and synthesis.	Questions and tasks are not challenging or teacher does not ask any questions.
2c. Responsiveness Teacher anticipates and responds to student reactions and misunderstandings by adjusting instructional strategies.	Teacher has anticipated student reactions and misunderstanding(s) as evidenced by effective instructional strategies and immediate adjustments when misunderstandings occur. Adjustments effectively reach all/nearly all students.	Teacher quickly recognizes misunderstanding(s) and employs alternative strategies to reach most students. Adjustments effectively reach most students.	Teacher sometimes recognizes student misunderstanding(s) and adjusts instructional strategies. Adjustments are somewhat effective.	Teacher does not recognize misunderstanding(s) or rarely adjusts instructional strategies based on student reactions.
2d. Precision & Evidence Teacher and students require precision and evidence in tasks and responses.	Teacher and students provide, and demand of each other, as appropriate, well-structured arguments, rationale, and evidence in their responses. Students use evidence to self-correct.	Teacher demands students provide well-structured arguments, rationale, and evidence in their responses, as appropriate.	Teacher sometimes demands supporting evidence or precision from students.	Teacher does not correct inaccurate responses or does not demand supporting evidence from students.

Over the course of the year…

2e. Revisions: Student work includes revisions based on teacher and some peer feedback, especially revised explanations and justifications to demonstrate student movement toward mastery.	Consistently	Frequently	Sometimes	Rarely
2f. Depth of Knowledge: Lesson objectives, tasks, and materials require students to demonstrate the following range of skills: ● *Recall & Reproduction:* Recall of a fact, term, principle, or concept; perform a routine procedure; build on prior knowledge ● *Basic Application of Concepts:* Use of information and conceptual knowledge to select appropriate procedures for a task; identify two or more steps with decision points along the way; solve routine problems; organize/display information ● *Strategic Thinking:* Develop a plan or sequence of steps to approach an abstract, complex, or non-routine problem using reasoning, decision making, and justification; show success in approaching problems with more than one possible answer ● *Extended Thinking*: Undertake an investigation or application to real-world; requires time to research, problem-solve, and process multiple conditions of the problem or task; requires non-routine manipulations across disciplines/content areas/multiple sources	Consistently	Frequently	Sometimes	Rarely

Overall Rating based on preponderance of evidence	Highly Effective 4	Effective 3	Partially Effective 2	Ineffective 1

3. Culture of Achievement
A learning-focused environment of shared high expectations promotes mastery.

In one lesson…	Highly Effective	Effective	Partially Effective	Ineffective
3a. Active Engagement in Learning Students express satisfaction as they solve problems and master new material.	All/nearly all students are actively engaged in solving problems and mastering new materials. They are passionate about meeting the goal.	Most students are actively engaged in solving problems and mastering new materials.	Some students are actively engaged or some students appear indifferent or bored.	Few students are actively engaged or most students appear indifferent or bored.
3b. Persistence Students show persistence in confronting demanding concepts and tasks.	All/nearly all students persist in confronting demanding concepts and tasks to meet the objective without reliance on the teacher.	Most students persist in confronting demanding concepts and tasks to meet the objective without reliance on the teacher.	With the teacher's assistance, students try to confront demanding concepts and tasks, yet not all students meet the objective.	Students do not attempt to confront demanding concepts and tasks and teacher does not provide strategies to overcome challenges.
3c. Community Classroom norms promote positive and productive teacher-student and student-student relationships.	Teacher and students consistently use positive, productive language and promote classroom values and norms.	Teacher and students often use positive, productive language and promote classroom values and norms.	Teacher sometimes uses positive, productive language. Classroom values and norms are inconsistently reinforced.	Teacher rarely uses positive, productive language or uses negative and unsupportive language. Classroom values and norms do not exist or are not reinforced.
3d. Attention Teacher's strategies and routines capture and maintain student attention on learning.	All/nearly all students are on task throughout the lesson. Students do not engage in off-task behavior, or rare off-task behavior is effectively redirected with no lost instructional time.	Most students are on task throughout the lesson. Occasional off-task behavior is effectively redirected so that little instructional time is lost.	Some students are on task through the lesson. Off-task behavior is inconsistently redirected resulting in some lost instructional time.	Few students are on task throughout the lesson. Off-task behavior is ineffectively redirected.

Over the course of the year…

3e. High Expectations: The teacher fosters a classroom culture that is consistently one of high expectations and hard work, and the teacher models excellence.	Consistently	Frequently	Sometimes	Rarely
3f. Peer Accountability: Students hold themselves and their peers accountable for learning and supporting the culture of the classroom.	Consistently	Frequently	Sometimes	Rarely

Overall Rating based on preponderance of evidence	Highly Effective 4	Effective 3	Partially Effective 2	Ineffective 1

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4. Student Progress Toward Mastery
Students show evidence of, and teacher monitors, growth.

In one lesson…	Highly Effective	Effective	Partially Effective	Ineffective
4a. Checks for Understanding Teacher consistently checks for understanding.	Checks for understanding are consistent, aligned to the objective, and fully integrated into the lesson. Teacher gathers varied evidence from the whole class and individual students. Information provides a clear understanding of all/nearly all students' level of comprehension.	Checks for understanding are completed throughout the lesson and are aligned to the objective. Teacher gathers evidence from the whole class and individual students. Information provides a clear understanding of most students' level of comprehension.	Checks for understanding occur only sometimes or may not be aligned with the objective. Checks provide incomplete evidence from the whole class and individual students.	Checks for understanding are not used or are not aligned to the lesson objective. Checks provide limited or no evidence to assess progress.
4b. Feedback Teacher and students give and receive timely, specific, and constructive feedback.	Teacher feedback is academically focused, appropriate, and specific, tailored to the learning needs of each student, and allows for independent corrections and improvements. Students give feedback to one another.	Most teacher feedback is academically focused, appropriate, and specific, tailored to the learning needs of each student, and allows for independent corrections and improvements.	Teacher feedback is academically focused and appropriate, but is not tailored to the unique needs of each student or is often teacher-directed.	Teacher feedback, if it exists, is not academically focused and not tailored to the students. Feedback may be inappropriate.
4c. Demonstration of Learning Students know more at the end of the lesson than they did at the start.	All/nearly all students achieve the clear and measurable objective that moves them toward grade-level standards. Students can explain why the objective is important.	Most students achieve the clear and measurable objective that moves them to grade-level standards.	Some students master the objective or master some of the objective. Objective may be unclear, not measurable, or not aligned to grade-level standards.	There is inconsistent or no evidence that students master the objective. There is no clear and measurable objective.

Over the course of the year…

4d. Using Data: Teacher tracks assessment data to understand each student's progress toward mastery and uses results to guide planning and instruction.	Consistently	Frequently	Sometimes	Rarely
4e. Understanding of Growth: Teacher can articulate specifically (and with evidence) whether or not each student has met grade-level standards and, if not, what they still need to learn.	Consistently	Frequently	Sometimes	Rarely
4f. Progress Toward Goals: Data reflect that students are progressing toward mastery of the objectives of the focus areas, leading toward mastery of grade-level standards.	Consistently	Frequently	Sometimes	Rarely

Overall Rating based on preponderance of evidence	**Highly Effective** 4	**Effective** 3	**Partially Effective** 2	**Ineffective** 1

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5. Commitment to Personal and Collective Excellence
The teacher demonstrates commitment to excellence and to the professional growth of his/her school and peers.

Over the course of the year…

5a. Commitment to Continuous Improvement: Teacher accurately self-assesses strengths and substantive growth areas, seeks and incorporates feedback from others, and actively engages in their own growth and development.	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations
5b. Collaboration: Teacher contributes ideas and expertise to further colleagues' and the school's growth, and incorporates productive insights into their own instruction.	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations
5c. Communication of Student Progress: Teacher communicates student progress clearly and consistently to students, families, and school leaders.	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations
5d. Attendance and Promptness: Teacher is present and prompt, and attendance reflects their focus on student learning as a priority.	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations

Overall Rating based on preponderance of evidence	**Exceeds Expectations** (+1)	**Meets Expectations** (0)	**Slightly Below Expectations** (-1)	**Significantly Below Expectations** (-3)

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