## Domain 1: Planning and Preparation

**1a. Demonstrating Knowledge and Content and Pedagogy**
- Knowledge of content and specialized instruction
- Knowledge of prerequisite relationships
- Knowledge of eligibility criteria
- Facilitating PPTs/meetings.

**1b. Demonstrating Knowledge of Students**
- Knowledge of child and adolescent development
- Knowledge of learning process
- Knowledge of student interests and cultural heritage
- Knowledge of students' special needs.

**1c. Setting Instructional Outcomes**
- Goals are individualized and measurable
- Goals are aligned with Connecticut Core Standards
- Goals are formulated and based on current data.

**1d. Demonstrating Knowledge of Resources**
- Resources for specialized instruction
- Resources to support general education classroom instruction
- Resources for students.

**1e. Designing Coherent Instruction Aligned to IEP**
- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure.

**1f. Designing Student Assessments**
- Congruence with instructional outcomes
- Creates, selects and uses a range of evaluative instruments
- Uses formative assessment for planning.

## Domain 2: The Environment

**2a. Establishing Rapport with Students**
- Interaction with students
- Student interaction with students.

**2b. Establishing a Culture of Learning**
- Importance of content
- Expectations for learning and achievement
- Student pride in work.

**2c. Managing Classroom Procedures**
- Instructional groups
- Transitions and schedules
- Materials and supplies
- Non-instructional duties
- Supervision of volunteers and paraprofessionals.

**2d. Managing Student Behavior**
- Expectations
- Monitoring behavior
- Response to student misbehavior
- Behavior Plans.

**2e. Organizing Physical Space**
- Safety and accessibility
- Arrangement of furniture and resources.

## Domain 3: Delivery of Services

**3a. Communicating with Students**
- Expectations for learning
- Directions and procedures
- Explanation of content
- Use of appropriate oral and written language.

**3b. Using Questioning and Discussion Techniques**
- Quality of questions
- Discussion techniques
- Student participation.

**3c. Engaging Students in Learning**
- Scope of sequence
- Activities/materials and assignments
- Structure and pacing of lesson
- Cues and prompts.

**3d. Using Assessment in Instruction**
- Assessment criteria
- Monitoring of student learning
- Student self-assessment and monitoring
- Feedback to students.

**3e. Demonstrating Flexibility and Responsiveness**
- Flexibility
- Response to students
- Persistence.
## DEVELOPING

1a. Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.  
   - Teacher’s plans and practice reflect some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.  
   - Teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.  
   - Teacher is familiar with local, state and federal eligibility criteria.  
   - Teacher coordinates and executes the PPT process but occasionally is unprepared or demonstrates lack of fidelity to process or related law and guidelines.

1b. Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.

1c. Teacher inconsistently writes individualized goals to meet students' specific needs.  
   - Teacher goals partially align to individualized need and the Connecticut Core Standards.  
   - Teacher inconsistently uses formative assessment data to write instructional goals.

1d. Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.

1e. Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.  
   - The lesson or unit has a recognizable structure, with the progression of activities is uneven, with most time allocations reasonable.

1f. Some of the instructional outcomes are assessed through the proposed approach, but others are not.  
   - Assessment criteria and standards have been developed, but they are not clear.  
   - Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.  
   - Teacher intends to use assessment results to plan for future instruction for the class as a whole.

## PROFICIENT

1a. Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.  
   - Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.  
   - Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.  
   - Teacher knows and understands local, state and federal eligibility criteria.  
   - Teacher coordinates and executes the PPT process with fidelity to the process and to related law and guidelines.

1b. Teacher understands the active nature of student learning and attains information about levels of development for groups of students.  
   - The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.

1c. Teacher writes individualized measurable goals to meet students' specific needs.  
   - Teacher goals align to individualized need and the Connecticut Core Standards.  
   - Teacher uses formative assessment data to write instructional goals.

1d. Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.

1e. Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instruction outcomes and suitable to groups of students.  
   - The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.  
   - The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.

1f. Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.  
   - Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.  
   - Teacher intends to use assessment results to plan for future instruction for groups of students.

## EXEMPLARY

1a. Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.  
   - 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.

1b. Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.

1c. Teacher writes individualized measurable goals that demonstrate a deep understanding of students' specific needs.  
   - Teacher goals make deep connections between individualized need(s), the Connecticut Core Standards and general education instruction.  
   - Teacher uses a range of formative assessment data to write rigorous, challenging and attainable instructional goals that result in generalization to the regular education program.

1d. Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.

1e. Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.

   - Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.

   - The lesson’s or unit’s structure is clear and allows for different pathways according to diverse student needs.

1f. Teacher’s plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.  
   - Assessment methodologies have been adapted for individual students, as needed.  
   - The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
## Domain 2: Classroom Environment

<table>
<thead>
<tr>
<th>Standard</th>
<th>Developing</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a.</td>
<td>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</td>
<td>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful.</td>
<td>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</td>
</tr>
<tr>
<td>2b.</td>
<td>The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</td>
<td>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</td>
<td>The classroom is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</td>
</tr>
<tr>
<td>2c.</td>
<td>Much instructional time is lost through inefficient classroom routines and procedures.</td>
<td>There is little loss of instructional time because of effective classroom routines and procedures.</td>
<td>Instructional time is maximized because of efficient classroom routines and procedures.</td>
</tr>
<tr>
<td>2d.</td>
<td>Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.</td>
<td>Student behavior is generally appropriate.</td>
<td>Student behavior is entirely appropriate.</td>
</tr>
<tr>
<td>2e.</td>
<td>The physical environment is unsafe, or many students don’t have access to learning resources.</td>
<td>The classroom is safe, and essential learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</td>
<td>The classroom is safe, and learning is accessible to all students, including those with special needs.</td>
</tr>
<tr>
<td>3a.</td>
<td>Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</td>
<td>Teacher makes effective use of physical resources, including computer technology.</td>
<td>Teacher makes effective use of physical resources, including computer technology.</td>
</tr>
<tr>
<td>3b.</td>
<td>Establishing rapport with students.</td>
<td>Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</td>
<td>Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class.</td>
</tr>
<tr>
<td>3c.</td>
<td>The teacher monitors student behavior against established standards of conduct.</td>
<td>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</td>
<td>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</td>
</tr>
<tr>
<td>3d.</td>
<td>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.</td>
<td>Teacher makes effective use of physical resources, including computer technology.</td>
<td>Teacher makes effective use of physical resources, including computer technology.</td>
</tr>
<tr>
<td>3e.</td>
<td>The teacher uses schedule to maximize student learning.</td>
<td>Teacher mindfully uses schedule to maximize student learning and makes the necessary adjustment when warranted.</td>
<td>Teacher mindfully uses schedule to maximize student learning and makes the necessary adjustment when warranted.</td>
</tr>
<tr>
<td>4a.</td>
<td>Teacher makes effective use of physical resources, including computer technology.</td>
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<td>Teacher makes effective use of physical resources, including computer technology.</td>
</tr>
<tr>
<td>4b.</td>
<td>Establishing a Culture of Learning.</td>
<td>Classroom interactions support learning and hard work.</td>
<td>Classroom interactions support learning and hard work.</td>
</tr>
<tr>
<td>4c.</td>
<td>Much instructional time is lost through inefficient classroom routines and procedures.</td>
<td>There is little loss of instructional time because of effective classroom routines and procedures.</td>
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<td>4d.</td>
<td>Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.</td>
<td>Student behavior is generally appropriate.</td>
<td>Student behavior is entirely appropriate.</td>
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<tr>
<td>4e.</td>
<td>The physical environment is unsafe, or many students don’t have access to learning resources.</td>
<td>The classroom is safe, and essential learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</td>
<td>The classroom is safe, and learning is accessible to all students, including those with special needs.</td>
</tr>
<tr>
<td>DOMAIN 3: INSTRUCTION</td>
<td>BELOW STANDARD</td>
<td>DEVELOPING</td>
<td>PROFICIENT</td>
</tr>
<tr>
<td>-----------------------</td>
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</tr>
<tr>
<td>3a. Communicating with Students</td>
<td><strong>3a.</strong> The instructional purpose of the lesson is unclear and the directions are confusing. <strong>3b.</strong> The teacher’s explanation of the lesson contains major errors. <strong>3c.</strong> The teacher’s spoken or written language contains errors of grammar or syntax. <strong>3d.</strong> The teacher’s vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. <strong>3e.</strong> The teacher response. <strong>3f.</strong> The teacher does not demonstrate flexibility in revising instruction and in making necessary adjustments based on student data and performance. <strong>3g.</strong> Teacher adheres to the instruction in spite of evidence of poor student understanding or lack of interest. <strong>3h.</strong> Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</td>
<td><strong>3a.</strong> The teacher attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. <strong>3b.</strong> The teacher’s explanation of the concept may contain minor errors; some parts are clear; other parts are difficult to follow. <strong>3c.</strong> The teacher’s explanation consists of a monologue, with little or no invitation to the students for intellectual engagement. <strong>3d.</strong> Teacher’s spoken or written language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds. <strong>3e.</strong> Teacher’s questions lead students through a single path of inquiry, with answers seemingly predetermined in advance. <strong>3f.</strong> The teacher attempts to frame some questions designed to promote student thinking and understanding, but often only a few students are involved. <strong>3g.</strong> Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results. <strong>3h.</strong> Teacher does not use cues/prompts to elicit student response.</td>
<td><strong>3a.</strong> The teacher clearly communicates instructional purpose and is clear, accurate, and connects with students’ knowledge and experience. <strong>3b.</strong> Teacher’s explanation of content is well scaffolded, clear and accurate, and requires active student participation. <strong>3c.</strong> During the explanation of content, the teacher invites student intellectual engagement. <strong>3d.</strong> Teacher’s spoken or written language is clear and correct and uses vocabulary appropriate to the students’ ages and interests. <strong>3e.</strong> The teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. <strong>3f.</strong> Teacher creates a genuine dialogue among students, providing adequate time for students to respond and ask appropriate questions. <strong>3g.</strong> Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that all students are heard. <strong>3h.</strong> Teacher effectively utilizes cues/prompts to elicit student response.</td>
</tr>
<tr>
<td>3b. Giving Feedback and Directions</td>
<td><strong>3a.</strong> Teacher does not demonstrate flexibility in revising instruction and in making necessary adjustments based on student data and performance. <strong>3b.</strong> Teacher adheres to the instruction in spite of evidence of poor student understanding or lack of interest. <strong>3c.</strong> Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</td>
<td><strong>3a.</strong> Teacher inconsistently demonstrates flexibility by revising instruction and making necessary adjustments based on student data and performance. <strong>3b.</strong> Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. <strong>3c.</strong> Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</td>
<td><strong>3a.</strong> Teacher demonstrates flexibility by revising instruction and making necessary adjustments based on student data and performance. <strong>3b.</strong> Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. <strong>3c.</strong> Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</td>
</tr>
<tr>
<td>3c. Engaging Students in Learning</td>
<td><strong>3a.</strong> Teacher has little or no scope and sequence for the students’ instructional plan. <strong>3b.</strong> Teacher’s questions lead students through a single path of inquiry, with answers seemingly predetermined in advance. <strong>3c.</strong> The activities, materials and resources are not appropriately selected to meet each student’s individualized instructional plan. <strong>3d.</strong> The pace of the lesson is too slow or too rushed. <strong>3e.</strong> Few students are intellectually engaged or interested. <strong>3f.</strong> Teacher does not use cues/prompts to elicit student response.</td>
<td><strong>3a.</strong> Teacher has a scope and sequence for the students’ instructional plan. <strong>3b.</strong> Teacher’s questions lead students through a single path of inquiry, with answers seemingly predetermined in advance. <strong>3c.</strong> The activities, materials and resources are infrequently selected to meet each student’s individual instructional needs. <strong>3d.</strong> The pacing of the lesson may not provide students the time needed to be intellectually engaged. <strong>3e.</strong> Teacher inconsistently utilizes cues/prompts to elicit student response.</td>
<td><strong>3a.</strong> Teacher has a scope and sequence for the students’ instructional plan. <strong>3b.</strong> Teacher’s questions lead students through a single path of inquiry, with answers seemingly predetermined in advance. <strong>3c.</strong> The activities, materials and resources are appropriately selected to meet each student’s individual instructional needs. <strong>3d.</strong> The instruction has a clearly defined structure and the pacing is appropriate. <strong>3e.</strong> The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. <strong>3f.</strong> Teacher effectively utilizes cues/prompts to elicit student response.</td>
</tr>
<tr>
<td>3d. Using Assessment in Instruction</td>
<td><strong>3a.</strong> There is little or no assessment of student learning; feedback absent or of poor quality. <strong>3b.</strong> Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. <strong>3c.</strong> Educational evaluations are incomplete or poorly written. <strong>3d.</strong> Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be aware of the assessment criteria used to evaluate their work, and few assess their own work. <strong>3e.</strong> Questions, prompts, and assessments are rarely used to diagnose evidence of learning. <strong>3f.</strong> Teacher completes and writes educational evaluations that provide evidence of summative student learning.</td>
<td><strong>3a.</strong> Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. <strong>3b.</strong> Students appear to be aware of the assessment criteria; some of them engage in self-assessment. <strong>3c.</strong> Students persist in seeking effective approaches for students who have difficulty learning. <strong>3d.</strong> Assessment is fully integrated into instruction through extensive use of formative assessment. <strong>3e.</strong> Students do not appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. <strong>3f.</strong> Students self-assess and monitor their progress.</td>
<td><strong>3a.</strong> Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. <strong>3b.</strong> Students persist in seeking effective approaches for students who have difficulty learning. <strong>3c.</strong> Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. <strong>3d.</strong> Students do not appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. <strong>3e.</strong> Students self-assess and monitor their progress. <strong>3f.</strong> A variety of feedback, from both the teacher and their peers, is accurate, specific, and advances learning. <strong>3g.</strong> Questions, prompts, and assessments are used regularly to diagnose evidence of learning by individual students. <strong>3h.</strong> Teacher summative educational evaluations add significant value to summative student learning.</td>
</tr>
</tbody>
</table>
## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

<table>
<thead>
<tr>
<th>BELOW STANDARD</th>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a. Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</td>
<td>Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met.</td>
<td>Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</td>
<td>Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</td>
</tr>
<tr>
<td>Teacher has no suggestions for how a lesson could be improved.</td>
<td>Teacher makes general suggestions about how a lesson could be improved.</td>
<td>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</td>
<td>Teacher makes alternative suggestions of what could be tried another time the lesson is taught.</td>
</tr>
<tr>
<td>4b. Teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray, resulting in errors and confusion.</td>
<td>Teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</td>
<td>Teacher’s system for maintaining and distributing information on students’ progress is fully effective.</td>
<td>Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</td>
</tr>
<tr>
<td>Teacher’s records for non-instructional activities are adequate but require frequent monitoring to avoid errors.</td>
<td>Teacher’s records for non-instructional activities are adequate.</td>
<td>Teacher’s records for non-instructional activities are adequate.</td>
<td>Students contribute information and participate in maintaining the records.</td>
</tr>
<tr>
<td>Teacher avoids becoming involved in school events or serving.</td>
<td>Teacher avoids becoming involved in school events or serving.</td>
<td>Teacher volunteers to participate in school events and in the school’s life.</td>
<td>Teacher’s system for maintaining and distributing information on students upholds confidentiality and communicates the importance of this to other professionals.</td>
</tr>
<tr>
<td>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</td>
<td>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</td>
<td>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</td>
<td>Teacher makes alternative suggestions of what could be tried another time the lesson is taught.</td>
</tr>
<tr>
<td>Teacher’s records for instructional activities are adequate but require frequent monitoring to avoid errors.</td>
<td>Teacher’s system for maintaining and distributing information on students generally upholds confidentiality but may require greater structure to decrease possibility of breaches.</td>
<td>Teacher’s system for maintaining and distributing information on students upholds confidentiality.</td>
<td>Teacher’s system for maintaining and distributing information on students upholds confidentiality.</td>
</tr>
<tr>
<td>4c. Teacher communication with families—about the individualized instructional and/or behavioral program, about individual students—is sporadic or inappropriate.</td>
<td>Teacher makes sporadic attempts to communicate with families about the individualized instructional and/or behavioral program and about the progress of individual students but does not attempt to engage families in the instructional and/or behavioral program. Communications are one-way and not always appropriate to the cultural norms of those families.</td>
<td>Teacher communicates frequently with families about the individualized instructional and/or behavioral program and conveys information about individual student progress.</td>
<td>Teacher communicates with families about the individualized instructional and/or behavioral program and about the progress of individual students, maintaining the records.</td>
</tr>
<tr>
<td>Teacher makes no attempt to engage families in the individualized instructional and/or behavioral program.</td>
<td></td>
<td>Teacher makes some attempts to engage families in the individualized instructional program.</td>
<td>Teacher’s system for maintaining and distributing information on students upholds confidentiality.</td>
</tr>
<tr>
<td>4d. Teacher communicates with families about the instructional program and/or behavioral program, about individual students.</td>
<td>Teacher communicates with families about the instructional program and/or behavioral program, about individual students.</td>
<td>Teacher communicates with families about the instructional program, conveying information about individual student progress.</td>
<td>Teacher communicates with families about the instructional program, conveying information about individual student progress.</td>
</tr>
<tr>
<td>Teacher inconsistently collaborates and consults with general and related service staff to ensure the individualized instructional program is carried out and linked to the general education class.</td>
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<td>Teacher collaborates and consults with general and related service staff to ensure the individualized instructional program is carried out and linked to the general education class and other settings (modeling, coaching, co-teaching).</td>
</tr>
<tr>
<td>Teacher’s relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</td>
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</tr>
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<td>Teacher extensively collaborates with and consults with the general education and related service staff to plan, monitor, and assess the instructional program.</td>
<td>Teacher extensively collaborates with consultants with general and related service staff to ensure the individualized instructional program is carried out and linked to the general education class.</td>
<td>Teacher extensively collaborates and consults with general and related service staff to ensure the individualized instructional program is carried out and linked to the general education class.</td>
<td>Teacher extensively collaborates with and consults with the general education and related service staff to plan, monitor, and assess the instructional program.</td>
</tr>
<tr>
<td>Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</td>
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<td>Teacher communicates with families about the instructional program and/or behavioral program, about individual students.</td>
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<td>Teacher communicates with families about the instructional program, conveying information about individual student progress.</td>
<td>Teacher communicates with families about the instructional program, conveying information about individual student progress.</td>
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<td>Teacher’s records for instructional activities are adequate but require frequent monitoring to avoid errors.</td>
<td>Teacher’s system for maintaining and distributing information on students upholds confidentiality.</td>
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<td>4e. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</td>
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</tr>
<tr>
<td>Teacher displays dishonesty in interactions with colleagues, students, and the public.</td>
<td>Teacher is honest in interactions with colleagues, students, and the public.</td>
<td>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</td>
<td>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</td>
</tr>
<tr>
<td>Teacher is not alert to students’ needs and contributes to school practices that result in some students’ being ill served by the school.</td>
<td>Teacher is not alert to students’ needs and contributes to school practices that result in some students’ being ill served by the school.</td>
<td>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</td>
<td>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</td>
</tr>
<tr>
<td>Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.</td>
<td>Teacher complies minimally with school and district regulations, doing just enough to get by.</td>
<td>Teacher maintains an open mind in team or departmental decision making.</td>
<td>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</td>
</tr>
<tr>
<td>Teacher complies with school and district regulations, taking a leadership role with colleagues.</td>
<td>Teacher complies fully with school and district regulations.</td>
<td>Teacher complies fully with school and district regulations.</td>
<td>Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</td>
</tr>
</tbody>
</table>