Hamilton Community Schools
Standards for Teacher Evaluation

Planning

	Ineffective	Minimally Effective
Knowledge of Content	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.
Knowledge of Prerequisite Relationships	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.
Knowledge of Content-Related Teaching Skills	Teacher displays little understanding of instructional issues involved in student learning of the content.	Teacher displays basic teaching knowledge, but does not anticipate student misconceptions.
Knowledge of Characteristics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.
Knowledge of Students' Varied Approaches to Learning	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences".	Teacher displays general understanding of the different approaches to learning that students exhibit.
Knowledge of Students' Skills and Knowledge	Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.
Knowledge of Students' Interests and Cultural Heritage	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.
Value	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are moderately valuable in either their expectations or conceptual understanding for student and in importance of learning.
Clarity	Purpose for learning is either not clear or is stated as student activities. Goals do not permit viable methods of assessment.	Purpose for learning is only moderately clear or includes a combination of goals and activities. Some goals do not permit viable methods of assessment.

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	Ineffective	Minimally Effective
Suitability for Diverse Students	Goals are not suitable for the class.	Most goals are suitable for most students in the class.
Balance	Goals only reflect one type of learning and one discipline or strand.	Goals reflect several types of learning but there is no effort at coordination or integration.
Resources for Teaching	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.
Learning Activities	Learning activities are not suitable to students or instructional goals. They do not follow and organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.
Instructional Materials and Resources	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.
Instructional Groups	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.
Criteria and Standards	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.
Use for Planning	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class.to plan for the individual students.
Variety of Assessment Formats	There is no variety in the type of assessments used.	There is some variety in assessment type, but most are multiple choice type tests. There is little evidence of formative assessment use.

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Classroom Environment

	Ineffective	Minimally Effective
Teacher Interaction with Students	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 teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal disrespect for teacher.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.
Importance of the Content	Teacher or students convey a negative attitude toward the content suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.
Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of the work.
Expectations for Learning and Achievement	Instructional goals and activities, interactions and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.
Environment Conducive to Learning	There is little in the classroom environment to generate interest in the instructional goals or subject.	Some effort has been made to make the classroom environment interesting and to connect materials displayed to instructional goals or subject.
Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.
Management of Transitions	Much time is lost during transitions. Transitions last too long and/or unstructured, resulting in off task behaviors.	Transitions are sporadically efficient, resulting in some loss of instructional time. Movement to new activities does not result in chaos.
Management of Materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time. Classroom space is disorganized or presents a situation that could be unsafe.	Routines for handling materials and supplies function moderately well. There is enough disorganization present to interfere with efficient functioning.
Safety and Arrangement of Furniture	The classroom is unsafe, or the classroom arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.

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	Ineffective	Minimally Effective
Performance of Non-Instructional Duties . Examples of these duties include collecting money, taking attendance, collecting homework, making arrangements for make-up work.	Considerable instructional time is lost in performing noninstructional duties.	Systems for performing noninstructional duties are fairly efficient, resulting in little loss of instructional time.
Supervision of Volunteers and Paraprofessionals	Paraprofessionals have no clearly defined duties or do nothing most of the time. If there is a problem with the paraprofessionals work or behavior, no attempt has been made by the teacher to discuss the problem with the parapro or an administrator.	Paraprofessionals are productively engaged during portions of class time but require frequent supervision. If there is a problem with the paraprofessionals' work or behavior, the teacher has discussed it with the parapro and the administrator.
Expectations	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 for most situations, and most students seem to understand them
Monitoring Student Behavior	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.
Response to Student Misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior, but with uneven results, Teacher respects student's dignity or no serious disruptive behavior occurs.
Effectiveness of Behavior Management System	Student behavior is often inappropriate and disruptive.	Some disruptive behavior occurs, but it is not serious in nature.

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	Ineffective	**Minimally Effective**
Directions and Procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.
Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain man grammar and syntax errors. Vocabulary may be inappropriate, vague, or incorrectly used, leaving students confused.	Teacher's spoken language is audible and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.
Quality of Questions	Teacher's questions are virtually all of poor quality.	Teacher's questions are a combination of high and low quality. Only some invite a response.
Discussion Techniques	Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion, with uneven results.
Student Participation	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.
Representation of Content	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality. Some is done skillfully, with good examples, other portions are difficult to follow.
Activities and Assignments Characteristics: Emphasize problem-based learning. Permit student choice and initiative. Encourage depth rather than breadth. Require student thinking. Are designed to be relevant and authentic.	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally	Some activities and assignments are appropriate to students and engage them mentally, but others do not.
Grouping of Students	Instructional groups are inappropriate to the students or the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of the lesson.

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	Ineffective	Minimally Effective
Instructional Materials and Resources	Instructional materials, technology and resources are unsuitable to the instructional goals or do not engage students mentally.	Instructional materials, technology and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.
Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.
Quality of Feedback: Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or is of uniformly poor quality. Rarely checks for understanding and usess only summative assessments.	Feedback is of inconsistent quality. Some elements of high quality are present; others are not. Ineffective methods used to check for understanding during instruction or does not adjust instruction.
Timeliness	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.
Lesson Adjustment	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.
Response to Students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. The effects on the coherence of the lesson are uneven.
Persistence	When a student has difficulty learning, teacher either gives up or blames the student or his environment for the student's lack of success.	Teacher accepts responsibility for the success of all students but has only limited repertoire of instructional strategies to use.

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	Ineffective	Minimally Effective
Use in Future Teaching	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.
Student Completion of Assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.
Noninstructional Records	Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.	Teacher's records for noninstructional activities are adequate, but they require frequent monitoring to avoid error.
Information about the Instructional Program	Teacher provides little information about the instructional program to families.	Teacher participates in school's activities for parent communication but offers little additional information.
Information about Individual Students	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Reponses to parent concerns are minimal.
Engagement of Families in the Instructional Program	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.
Relationships with Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.
Service to the School	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.
Participation in School and District Projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.

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	Ineffective	Minimally Effective
Enhancement of Content Knowledge and Teaching Skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional development activities to a limited extent and when they are convenient.
Service to the Profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.
Service to Students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.
Advocacy	Teacher contributes to school practices that result in some students being poorly served or disadvantaged by the school. Teacher is unaware of resources available to assist students who need them.	Teacher does not knowingly contribute to some students being poorly served or disadvantaged by the school. Teacher displays limited awareness of resources available through the school or district.
Decision Making	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited though genuinely professional considerations.

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Student Assessment and Achievement Data

	Ineffective	Minimally Effective
Student Progress in Learning	The teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	The teacher's system for maintaining information on student progress in learning is rudimentary or partially effective.
Use of Data to Evaluate Effectiveness of Instruction	Assessment is focused on student achievement with limited connections made to the effectiveness of the teaching techniques employed.	Assessment results are loosely interpreted as the result of the relationship between student successes and teacher behaviors.
Congruence with Instructional Goals	The content of and methods used to assess student learning lacks congruence with instructional goals.	The content of and methods used to assess student learning are loosely aligned with instructional goals.

Student Achievement Data: Local

	Ineffective	Minimally Effective
Goal, based on school improvement goals, is mutually developed by the teacher and the evaluator with final approval by evaluator.	No evidence provided of strategy used nor data collected to impact data goal. There is no evidence of student growth.	Evidence provided indicates: Strategies are implemented to impact goal. There is little evidence of student growth.

Student Achievement Data and Assessment: State and Nation

	Ineffective	Minimally Effective
Goal is developed by district and/or building improvement teams.	Student performance declined.	Student performance remained unchanged.

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Effective	Highly Effective
Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline or with other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of the prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
Teaching practices reflect current research on best practices within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practices and anticipates student misconceptions.
Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays thorough understanding of typical developmental characteristics of age group, exceptions to general patterns and the extent to which each student follows patterns.
Teacher displays solid understanding of the different approaches to learning that different students exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning (learning styles) in instructional planning.
Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs.
Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student.
Goals are valuable in their level of expectations, conceptual understanding, and importance of learning. Goals consider district curriculum, state mandates, and community expectations.	Goals are valuable and teacher can clearly explain how those goals establish high expectations and relate to district curriculum frameworks and standards, state mandates and community expectations.
Purpose for learning is clear. Most goals permit viable methods of assessment.	Purpose for learning is clear, goals are written in the form of student learning and permit viable methods of assessment.

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Effective	Highly Effective
All goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups.
Goals reflect several different types of learning and opportunities for integration.	Goals reflect the role of student initiative and input when establishing important learning.
Teacher is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional practice.
All materials and resources support the instructional goals, and most engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning. Students have participated in selecting or adapting materials.
Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student input in selecting different patterns of instructional groups.
The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different approaches according to student needs.
Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence of student input in the development of assessment criteria.
Teacher uses assessment results to plan for individuals needs within the context of a group lesson and for instructional groups.	Students and/or parents are aware of how they are meeting the established standards and participate in planning the next steps.
Teacher uses a wide variety of assessments, including formative and performance assessments.	An effective plan for balanced assessment is in place. Students have an opportunity for choice in the demonstration of proficiency.

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Effective	Highly Effective
Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and students.
Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity and attention to detail that they value the content's importance.
Students accept teacher insistence on work of high quality and demonstrate pride in that work.	Students take obvious pride in their work and initiate improvements in it.
Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain high expectations for the learning of all students.
A wide variety of materials are displayed that generate student interest in the instructional goals or subject. Student work is displayed and a variety of learning styles are accommodated.	The classroom environment has been constructed or arranged to generate interest and support the learning of instructional goals or subject matter. Students participate in creating the environment.
Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with student assuming some of the responsibility for efficient operation.
Routines for handling materials and supplies occur smoothly, with little loss of instructional time. Space is organized to be both safe and efficient.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students adjust furniture to advance their own purposes in learning.

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Effective	Highly Effective
Efficient systems for performing noninstructional duties are in place, resulting in minimal loss instructional time.	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.
Paraprofessionals are productively and independently engaged during the entire class. If there is a problem with the paraprofessionals work or behavior, a plan has been formulated for improvement by the teacher and parapro with input from the administrator.	Paraprofessionals make a substantive contribution to the classroom environment. Duties and responsibilities are clearly delineated. Any problems have been identified and a plan for improvement put in place with frequent monitoring by teacher and self-monitoring by parapro.
Standards of conduct are clear to all students and student behavior is generally appropriate.	Standards of conduct are clear to all students and appear to have been developed with student input and understanding. Student behavior is entirely appropriate.
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.
Teacher response to misbehavior is appropriate and successful and respects student's dignity or behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs or student behavior is entirely appropriate.
Student behavior is generally appropriate.	Student behavior is entirely appropriate.

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Effective	Highly Effective
Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.
Most of teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many thoughtful and appropriate questions.
Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.
Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to the representation of content.
Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
Instructional groups are productive and fully appropriate to the students or to the instructional goals of the lesson.	Instructional groups (large and small group) are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.

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Effective	Highly Effective
Instructional materials, technology and resources are suitable to the instructional goals and engage students mentally.	Instructional materials, technology and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials.
The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate.
Feedback is consistently high quality.Uses formative and summative assessment to check for understanding and adjusts instruction accordingly. Feedback provided is actionable.	Feedback is consistently high quality. A wide variety of methods are used to check for understanding. Immediately identifies misconceptions and clarifies. Provision is made for students too use feedback in their learning.
Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.
Teacher makes minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher is capable of successfully making a major adjustment to a lesson if needed.
Teacher successfully accommodates students' questions and interests.	Teacher capable of seizing major opportunity to enhance learning, building on spontaneous event.
Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using and extensive repertoire of strategies and soliciting additional resources from the school.

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Effective	Highly Effective
Teacher makes a few specific suggestions of what he may try another time.	The teacher offers specific alternative actions, complete with probable successes of different approaches.
Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintenance of records. (eg., planners, checklists, unit plans, etc.)
Teacher's system for maintaining information on noninstructional activities is fully effective.	Teacher's system for maintaining information on noninstructional activities is fully effective.
Teacher provides frequent information to parents, as appropriate, about the instructional program.	Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.
Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
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 lease some aspect of school life.
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.

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Effective	Highly Effective
Teacher seeks out opportunities for professional development to enhance content knowledge and teaching skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.
Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.
Teacher is moderately active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.
Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school. In addition to being aware of school and district resources, teacher is aware of additional resources through the community.
Teacher maintains and open mind and participates in team or departmental decision making.	Teacher takes a leadership role in In team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.

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Effective	Highly Effective
The teacher's system for maintaining information on student progress in learning is effective.	The teacher's system for maintaining information on student progress in learning is very effective, and the information is accessible to students.
A variety of assessment results are used to evaluate the effectiveness of teaching strategies and behaviors on student progress.	Both formative and summative assessments are used to evaluate the effectiveness of teaching behaviors on student progress and serve as a basis for experimenting with, reflecting on, and revising practice.
The content of and methods used to assess student learning are aligned with instructional goals.	The content of and methods used to assess student learning are aligned to instructional goals and are differentiated according to student needs.
Evidence provided indicates: Strategies are implemented to impact goal, Pre and post test data is collected. Post data shows student growth, although it may be inconsistent.	Evidence provided indicates: Strategies are implemented to impact goal, Pre and post test data is collected, Post data shows student growth.

...al (e.g.,MEAP, MME, DIBELS)

Student performance improved but goal was not met.	Student performance meets or exceeds goal.