

DOMAIN 1: PROFESSIONALISM

	Unsatisfactory	Developing	Proficient	Distinguished
Attention to Administrative Tasks (attendance, lesson plans, report cards, etc.)	Poor records & few indicators to monitor and evaluate student progress	Adequate records & some indicators to monitor and evaluate student progress	Appropriate records and multiple indicators to monitor and evaluate student progress	Appropriate records and multiple indicators to monitor, evaluate, and effectively communicate student progress
Commitment to Professional Growth	Inconsistently attends or attempts to advance through: PD opportunities, graduate courses, memberships, or district/building committees, etc.; may be open to but does not seek feedback	Often attends or attempts to advance through: PD opportunities, graduate courses, memberships, or district/building committees, etc.; open to and sometimes seeks feedback	Attends and advances through: PD opportunities, graduate courses, memberships, or district/building committees, etc.; open to and seeks feedback	Attends, advances, & leads during: PD opportunities, graduate courses, memberships, or district/building committees, etc.; open to and often seeks feedback
Demonstration of Professionalism	Practices show a lack of: Integrity, honesty, awareness of needs, or compliance with district or building norms (e.g., mentoring, extracurricular...)	Practices usually show: Integrity, honesty, awareness of student needs, and compliance with district or building norms (e.g., mentoring, extracurricular...)	Practices always show: Integrity, honesty, awareness of student needs, and compliance with district or building norms (e.g., mentoring, extracurricular...)	Practices show the highest levels of: Integrity, honesty, caring, awareness of student needs, and compliance with district or building norms (e.g., mentoring, extracurricular...)

DOMAIN 2: INSTRUCTION

	Unsatisfactory	Developing	Proficient	Distinguished
Knowledge of Subject Matter	Limited evidence of grade-level curriculum knowledge	Basic evidence of grade-level curriculum knowledge	Evidence of grade-level curriculum knowledge & able to differentiate to meet student needs	Strong understanding of grade-level curriculum knowledge, able to differentiate to meet student needs, & provide enriching activities
Lesson Planning	Poorly chosen, organized, and paced	Appropriately chosen, organized, and paced	Detailed , fully developed, clear objectives, well-paced, & based on student data	Detailed , fully developed, clear objectives, well-paced, based on student data & evidence of long-term planning
Delivery	Unable to respond to students' learning needs	Able to respond to students' learning needs & make minor adjustments to lessons	Able to respond to students' learning needs & make adequate adjustments to lessons	Able to respond to students' learning needs & make adjustments to lessons: smooth transitions, spiraled learning, differentiated, questioning, etc.

DOMAIN 3: CLASSROOM ENVIRONMENT

	Unsatisfactory	Developing	Proficient	Distinguished
Engaging Students	Many not actively engaged in learning: off task, no evidence of a routine, etc.	Some not actively engaged in learning: off task, little evidence of a routine, etc.	Most actively engaged in learning: on task, evidence of a routine, responding to instruction, etc.	Students highly engaged in learning: on task, evidence of routine, responding to instruction, following directions, etc.
Culture of Learning	Low expectations, academic rigor, & pride in work (students/self)	Modest expectations, academic rigor, & pride in work (student/self)	High expectations, academic rigor, & pride in work (student/self)	Exemplary expectations, academic rigor, persistence, & pride in work (students/self)
Classroom Management	Ineffective classroom: poor procedures, instructional groups, transitions, handling of supplies, instructional time, arrangement of physical space, student safety practices, etc.	Partially effective classroom: acceptable procedures, instructional groups, transitions, handling of supplies, instructional time, arrangement of physical space, student safety practices, etc.	Effective classroom: good procedures, instructional groups, transitions, handling of supplies, instructional time, arrangement of physical space, student safety practices; etc.	Highly effective classroom: exceptional procedures, instructional groups, transitions, handling of supplies, instructional time, arrangement of physical space, student safety practices; etc.
Respectful & Inclusive	Little or no attempt to encourage, model, expect, or teach the civil treatment of others	Inconsistent attempt to encourage, model, expect, and teach the civil treatment of others	Consistent attempt to encourage, model, expect, and teach the civil treatment of others	Evidence of highly effective standards of civil conduct that are well established, modeled, expected, supported, & taught

DOMAIN 4: STUDENT ACHIEVEMENT DATA

	Unsatisfactory	Developing	Proficient	Distinguished
Assessments	Unclear criteria & targets; no student growth apparent, no benchmarking assessments created	Somewhat clear criteria & targets; some student growth apparent, benchmarking assessments loosely tied to MI academic standards	Clear & rigorous criteria & targets, appropriate student growth, primarily aligned to state/district standards, & modified for students with special needs, content assessments created and mostly tied to MI academic standards	Exceptional criteria & targets, appropriate student growth, aligned to state/district standards, & modified appropriately for students with special needs, content assessments created and closely tied to MI academic standards
Types of Assessments	Little use of various types of assessment tools (formative & summative)	Some use of various types of assessment tools (formative & summative)	Consistent use of various types of assessment tools (formative & summative)	Use of a variety of formative and summative assessments, including student self-assessment
Teacher Reflection	Rare or little evidence that lesson effectiveness has been assessed	Inconsistent evidence that lesson effectiveness has been assessed	Consistent evidence that lesson effectiveness has been assessed & that certain outcomes/goals were met	Lesson effectiveness assessed by specific outcomes that were met/not met & adaptations or improvements were made