

Teacher Evaluator

Building Grade/Content Date/Time

Domain 2: The Classroom Environment

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|--|---|---|--|--|
| 2a Creating an Environment of Respect and Rapport | Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict. | Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. | Classroom interactions, both between the teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. | Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class. |

Evidence

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|--|--|--|--|
| 2b Establishing a Culture for Learning | The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work. | The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions." | The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work. | High levels of student energy and teacher passion for the subject create a culture of learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance - for example, by initiating improvements to their work. |

Evidence

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|--|
| 2c Managing Classroom Procedures | Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are either nonexistent or inefficient, resulting in the loss of much instructional time. | Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties have been established but function unevenly or inconsistently, with some loss of instructional time. | Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties have been established and function smoothly, with little loss of instructional time. | Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are seamless in their operation, with students assuming considerable responsibility for their smooth functioning. |

Evidence

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|--|--|--|--|
| 2d Managing Student Behavior | There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity. | It appears that the teacher has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful. | Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respectful to students. | Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. |

Evidence

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|---|--|--|--|--|
| 2e Organizing Physical Space | The teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a significant mismatch between the physical arrangement and the lesson activities. | The classroom is safe, and essential learning is accessible to most students, but the physical arrangement only partially supports the learning activities. The teacher's use of physical resources, including computer technology, is moderately effective. | The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement supports the learning activities. The teacher makes effective use of physical resources, including computer technology. | The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson. |

Evidence

Domain 3: Instruction

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|--|--|---|
| 3a Communicating with Students | The teacher's oral and written communication contains errors or is unclear or inappropriate to students' cultures or levels of development. | The teacher's oral and written communication contains no errors but may not be completely appropriate to students' cultures or levels of development. It may require further elaboration to avoid confusion. | The teacher communicates clearly and accurately to students, both orally and in writing. Communications are appropriate to students' cultures and levels of development. | The teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development. It also anticipates possible student misconceptions. |

Evidence

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|--|--|---|--|
| 3b Using Questioning and Discussion Techniques | The teacher makes poor use of questioning and discussion techniques, with low-level or inappropriate questions, limited student participation, and little true discussion. | The teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation. | The teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and participation by all students. | Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and assume the responsibility for the participation of all students in the discussion. |

Evidence

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|--|---|---|---|
| 3c Engaging Students in Learning | Students are not at all intellectually engaged in learning, as a result of groupings, activities, or materials inappropriate to their cultures or levels of understanding, poor representations of content, or lack of lesson structure. | Students are intellectually engaged only partially in significant learning, as a result of groupings, activities, or materials culturally or developmentally appropriate to only some students, or uneven lesson structure or pacing. | Students are intellectually engaged throughout the lesson in significant learning, with appropriate groupings, activities, and materials, instructive presentations of content, and suitable lesson structure and pacing. | Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the representation of content, the groupings, the activities, and the materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure. |

Evidence

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|---|--|---|--|--|
| 3d Using Assessment in Instruction | Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students; students are unaware of the assessment criteria used to evaluate their work. | Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. | Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. | Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high-quality feedback to students from a variety of sources. |

Evidence

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|--|--|---|---|--|
| 3e Demonstrating Flexibility and Responsiveness | The teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to student questions; the teacher assumes no responsibility for students' failure to understand. | The teacher demonstrates moderate flexibility and responsiveness to student questions, needs, and interests during a lesson, and seeks to ensure the success of all students. | The teacher ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs, and interests. | The teacher is highly responsive to individual students' needs, interests, and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students. |

Evidence

Evaluator's Signature _____

Date