

Domain #1 Classroom Environment

Category a. Physical Space

Practice 1. Organizing physical space to engage students, facilitate movement, and focus on learning.

Indicator	Exemplary		Proficient		Basic		Unsatisfactory
Indicator 1	The teacher maintains a safe classroom environment in which safety procedures and routines are evident to whomever walks into the room.		The teacher maintains a safe classroom environment.		The teacher maintains a classroom environment that addresses emergency procedures for students.		The teacher does not maintain a physically safe classroom environment.
Indicator 2	The teacher has created a physical space where there is a clear alignment between learning activities and the physical environment. The areas of the room are flexible, often mobile, and accessible for effective use by all students and adults.		The teacher has created a physical space that is flexible and accessible for effective use by students.		The teacher has created a physical space in which at least part of the space can be flexibly used for different activities and is accessible by students.		The physical space in the room is inflexible. The teacher does not utilize the space for more than one purpose.
Indicator 3	The teacher has created an engaging physical environment which engages all students and guides self-directed learning.		The teacher has created a physical environment that is engaging for students and enhances student learning.		The teacher has created a physical environment that is somewhat engaging for students.		The teacher has not created a physical environment that is engaging for students.

Comments:

Domain #1 Classroom Environment
Category b: Climate

PRACTICE 1: Teacher creates and maintains a learning environment in which all students are actively engaged.

Indicator	Exemplary	Proficient	Basic	Unsatisfactory
Indicator 1	The teacher creates and maintains a stimulating, inclusive, and safe learning community in which students not only take intellectual risks and work independently and collaboratively, but take initiative in their learning.	The teacher creates and maintains a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively.	The teacher makes inconsistent attempts to maintain a stimulating, inclusive, and safe learning community.	The teacher does not create a stimulating, inclusive, and safe learning environment in which students take intellectual risks and work independently and collaboratively.
Indicator 2	The teacher establishes high and clear expectations that supports students' initiative to engage in cognitively complex tasks.	The teacher communicates high standards for student performance and clear expectations of what students will learn.	The teacher inconsistently conveys high expectations for students.	The teacher does not establish or communicate high expectations for students.

Comments:

PRACTICE 2: Teacher creates an environment of respect and rapport.

Indicator	Exemplary		Proficient		Basic		Unsatisfactory	
Indicator 1	The teacher has fostered classroom interactions so eloquently that it is evident to a classroom visitor that all students feel valued and value each other.		The teacher promotes respectful talk and turn-taking among students and between students and teacher.		The teacher is inconsistent when it comes to establishing respectful talk and turn taking in the classroom.		The teacher struggles with dealing with disrespectful behavior and consequently the interactions are mostly negative, inappropriate or insensitive.	
Indicator 2	The teacher clearly demonstrates knowledge and caring about individual students' lives beyond the class and school and there is a clear sense of acceptance and community.		The teacher uses students' interests and backgrounds to produce a climate of acceptance and community.		The teacher sometimes addresses students' interest and backgrounds.		The teacher is unaware or disrespectful of students' interest and backgrounds, and the classroom lacks a climate of acceptance and community.	
Indicator 3	The teacher clearly understands all the different cultures that are represented in the classroom and thoughtfully incorporates these cultures into the classroom.		The teacher recognizes cultural differences as attributes around which to build appropriate educational experiences.		The teacher is aware that there are cultural differences in the classroom, but rarely uses this knowledge to build appropriate educational experiences.		The teacher is unaware of the cultural differences in the classroom OR is aware but makes no attempt to build educational experiences around them.	
Indicator 4	The teacher interacts with the students in a highly respectful manner, that reflects genuine warmth, caring, and sensitivity to students as individuals.		The teacher interacts with students in a calm and controlled fashion.		The teacher interactions with students are generally appropriate, but reflect occasional inconsistencies		The teacher's interactions with students are negative, inappropriate, or insensitive.	

Comments:

Domain #1 Classroom Environment

Category c: Management

PRACTICE 1: Teacher Manages student behavior.

Indicator	Exemplary	Proficient	Basic	Unsatisfactory
Indicator 1	The teachers sets and communicates clear standards of conduct. The teacher guides students to take an active role in monitoring their own behavior based on these established, clear standards.	The teacher sets and communicates clear standards of conduct.	The teacher sets and communicates a standard of conduct, but is not completely successful.	The teacher does not clearly communicate standards of conduct or standards are not evident.
Indicator 2	The teacher monitors student behavior in a subtle and preventative manner which addresses the students' needs and preserves their dignity.	The teacher exhibits an awareness of student conduct and proactively addresses student needs.	The teacher has awareness of student conduct but does not proactively address student needs.	The teacher does not display an awareness of student conduct and consequently does not address the student's needs.
Indicator 3	The teacher consistently reinforces and creates opportunities for positive student behavior.	The teacher reinforces positive behavior.	The teacher is inconsistent when it comes to reinforcing positive student behavior.	The teacher does not reinforce positive student behavior.

Comments:

PRACTICE 2: Teacher manages classroom procedures and transitions.

Indicator	Exemplary	Proficient	Basic	Unsatisfactory
Indicator 1	The teacher maximizes instructional time due to efficient and seamless classroom procedures and routines.	The teacher facilitates and manages effective classroom procedures and routines and keeps transitions to a minimum.	The teacher loses some instructional time due to ineffective or poorly executed classroom procedures and routines.	The teacher does not have effective classroom procedures and routines.
Indicator 2	The teacher effectively manages spur-of-the-moment interruptions and disruptions by people and technology, without noticeable loss of time or pace.	The teacher manages spur-of-the-moment interruptions and disruptions by people and technology.	Sometimes the teacher can manage interruptions and disruptions by people and/or technology.	The teacher is unable to manage interruptions and disruptions by people and/or technology.

Comments:

Domain #2 Instruction
Category a: Planning for Instruction

PRACTICE 1: Teacher demonstrates knowledge of content, pedagogy, and resources in planning

Indicator	Exemplary		Proficient		Basic		Unsatisfactory	
Indicator 1	Teacher creates lessons and unit plans that build upon prior concepts and skills which address the specific levels of students.		Teacher creates lessons and unit plans that build upon prior concepts and skills.		Teacher creates lessons and unit plans that at times build upon prior concepts and skills.		Teacher does not create lessons and unit plans that build upon prior concepts and skills.	
Indicator 2	Teacher plans show materials and resources, beyond the district- provided curricular materials, that are aligned with objectives.		Teacher plans show materials and resources that are aligned with objectives.		Teacher plans sometimes show materials and resources that are aligned with objectives.		Teacher plans may not show objectives, or may not show alignment with material and resources used.	
Indicator 3	Teacher plans routinely integrate use of technology for the purposes of promoting critical thinking, communication, collaboration, and creativity.		Teacher plans incorporate use of technology for the purposes of promoting critical thinking, communication, collaboration, and creativity.		Teacher plans incorporate use of technology.		Teacher plans do not incorporate use of technology.	

Comments:

PRACTICE 2: Teacher plans for alignment between assessment and objectives

Indicator	Exemplary		Proficient		Basic		Unsatisfactory	
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Indicator 1	Teacher plans for monitoring and assessing individual student learning in a variety of ways and modifies as needed.		Teacher plans for monitoring and assessing student learning and modifies as needed.		Teacher occasionally plans for monitoring and assessing whole class learning and modifies as needed.		Teacher does not plan for monitoring and assessing student learning.	
Indicator 2	Teacher plans include statements of student learning that differentiate levels of higher-order thinking.		Teacher plans include statements of student learning objectives, not only student activity.		Teacher plans include an objective, but it does not always align with either the activities, or with the instruction happening in the classroom.		Teacher plans do not include statements of student learning objectives, or do not reflect what is happening in the classroom.	

Comments:

PRACTICE 3: Teacher plans for long term and short term.

Indicator	Exemplary		Proficient		Basic		Unsatisfactory	
Indicator 1	Teacher designs coherent instruction with maps or yearly plans, then modifies the maps or plans as the year progresses as the pace either accelerates or slows.		Teacher designs coherent instruction with maps or yearly plans.		Teacher designs short term maps or plans for a month or quarter at a time.		Teacher does not create yearly instructional maps or plans.	
Indicator 2	Teacher creates daily lessons that are flexible throughout the week but still accurately reflect what is happening in the classroom.		Teacher creates daily lessons that accurately reflect what is happening in the classroom.		Teacher creates daily lessons that accurately reflect what is happening in the classroom but is consistently late in submission.		Teacher does not create daily lessons that accurately reflect what is happening in the classroom.	

Comments:

PRACTICE 4: Teacher plans align with established district curriculum and state standards.

Indicator	Exemplary		Proficient		Basic		Unsatisfactory	
Indicator 1	Teacher creates lesson and unit plans that include cross curricular content identified by the district curriculum and state standards.		Teacher creates lesson and unit plans that include important content identified by the district curriculum and state standards.		Teacher at times creates lesson and unit plans that include important content identified by the district curriculum and state standards.		Teacher does not create lesson and unit plans that include important content identified by the district curriculum and state standards.	

Comments:

Domain #2 Instruction
Category b: Knowledge of content, curriculum, and resources

PRACTICE 1: Teacher demonstrates knowledge of content and pedagogy.

Indicator	Exemplary	Proficient	Basic	Unsatisfactory
Indicator 1	Teacher appropriately shows evidence of scope and sequence in instruction and can relate the importance of the scope and sequence to students.	Teacher appropriately shows evidence of scope and sequence in instruction.	Teacher at times appropriately shows evidence of scope or sequence in instruction.	Teacher does not show evidence of scope and sequence in instruction.
Indicator 2	Teacher demonstrates and contributes to the knowledge of subject matter and content.	Teacher demonstrates a knowledge of subject matter content.	Teacher mostly demonstrates knowledge of subject matter content.	Teacher does not demonstrate a knowledge of subject matter content.
Indicator 3	Teacher demonstrates a knowledge of student development and appropriately correlates instructional methods and resources.	Teacher demonstrates a knowledge of student development and appropriately correlates instructional methods.	Teacher demonstrates some knowledge of student development and often attempts to correlate instructional methods.	Teacher does not demonstrate a knowledge of student development and/or does not appropriately correlate instructional methods.

Comments:

PRACTICE 2: Teacher integrates resources to enhance student learning

Indicator	Exemplary	Proficient	Basic	Unsatisfactory
Indicator 1	Teacher uses, assists in educating colleagues, or works on committees to further enhance the content, curriculum, and resources provided by the district.	Teacher uses content, curriculum, and resources provided by the district.	Teacher at times uses content, curriculum, and resources provided by the district.	Teacher does not use content, curriculum, and resources provided by the district.
Indicator 2	Teacher incorporates technology across content areas and in authentic learning situations to promote critical thinking, communication, collaboration, and creativity.	Teacher incorporates technology for the purposes of promoting critical thinking, communication, collaboration, and creativity.	Teacher sometimes incorporates technology for the purposes of promoting critical thinking, communication, collaboration, or creativity.	Teacher does not incorporate technology for the purposes of promoting critical thinking, communication, collaboration, or creativity.

Comments:

PRACTICE 3: Teacher utilizes local culture and resources to enhance student learning.

Indicator	Exemplary		Proficient		Basic		Unsatisfactory	
Indicator 1	Teacher's network system in the community allows extensive use of community resources for instruction and students actively engage in the community through the classroom activities.		Teacher utilizes community resources.		Teacher is aware and sometimes uses community resources.		Teacher does not utilize community resources.	
Indicator 2	Teacher in collaboration with colleagues applies knowledge of Alaska cultural standards across all curricular areas to the selection of instructional strategies, materials, and resources.		Teacher applies knowledge of Alaska cultural standards across all curricular areas to the selection of instructional strategies, materials, and resources.		Teacher will at times apply knowledge of Alaska cultural standards across all curricular areas to the selection of instructional strategies, materials, and resources.		Teacher does not apply knowledge of Alaska cultural standards across all curricular areas to the selection of instructional strategies, materials, and resources.	
Indicator 3	Teacher and students participate and have knowledgeable in areas of local history, seasonal events, and cultural tradition that may have a bearing on their work as a teacher.		Teacher is knowledgeable in areas of local history, seasonal events, and cultural tradition that may have a bearing on their work as a teacher.		Teacher is becoming knowledgeable in areas of local history, seasonal events, and cultural tradition that may have a bearing on their work as a teacher.		Teacher is not knowledgeable in areas of local history, seasonal events, and cultural tradition that may have a bearing on their work as a teacher.	

Comments:

PRACTICE 4: Teacher uses the local environment and community resources to link what they are teaching to the everyday lives of the students.

Indicator	Exemplary		Proficient		Basic		Unsatisfactory	
Indicator 1	Teacher facilitates and students lead in doing appropriate projects and experiential learning activities in the surrounding environment and community.		Teacher engages students in appropriate projects and experiential learning activities in the surrounding environment and community.		Teacher attempts to engage students in appropriate projects and experiential learning activities in the surrounding environment and community.		Teacher does not engage students in appropriate projects and experiential learning activities in the surrounding environment and community.	

Comments:

PRACTICE 5: Teacher relates students to virtual environments beyond the school.

Indicator	Exemplary		Proficient		Basic		Unsatisfactory	
Indicator 1	Teacher seamlessly and routinely intertwine online resources to engage students in virtual environments.		Teacher utilizes online resources to engage students in virtual environments.		Teacher at times explores and utilizes online resources to engage students in virtual environments.		Teacher does not utilize online resources to engage students in virtual environments.	
Indicator 2	Parents and community are aware that students engage in creating and publishing work online and to solve real world problems that has an audience beyond the physical school.		Students engage in creating and publishing work online and solving real world problems that has an audience beyond the physical school.		Students rarely engage in creating and publishing work online and solving real world problems that has an audience beyond the physical school.		Students do not engage in creating and publishing work online and solving real world problems that has an audience beyond the physical school.	

Comments:

Domain #2 Instruction

Category c: Assessment guides instruction

PRACTICE 1: Teacher establishes and communicates learning goals for all students.

Indicator	Exemplary	Proficient	Basic	Unsatisfactory
Indicator 1	Teacher provides a clearly stated learning goal for each lesson, unit, project, or activity.	Teacher provides a clearly stated learning goal most of the time.	Teacher has planned for learning goals but they are not evident to anyone who enters the room. Teacher has a planned scale or rubric that describes levels of performance relative to the learning goal but these are not communicated to students.	Teacher may or may not have a learning goal and does not have a scale or rubric that describes expectations for levels of performance
Indicator 2	Teacher collaborates with students and professional community in creating and differentiating assessments based on individual learning needs and goals.	Teacher differentiates assessments based on learning needs and goals of students.	Teacher sometimes differentiates assessments to accommodate individual learning needs of students	Teacher does not differentiate assessments to accommodate students learning needs or goals

Comments:

PRACTICE 2: Teacher collects and uses multiple sources of information to assess student learning and guide instruction.

Indicator	Exemplary	Proficient	Basic	Unsatisfactory
Indicator 1	Teacher engages students in discussions where the students are posing higher level thinking questions that indicate a level of understanding.	Teacher poses higher level thinking questions to elicit evidence of student understanding.	Teacher asks questions that elicit recall of factual or stated information.	Teacher does not pose questions to assess student understanding.
Indicator 2	Teacher patterns of movement indicate interaction with each student and specific feedback is given frequently. A variety of formative assessments guide the pacing of instruction.	The teacher circulates the classroom to monitor student learning, provide formative assessments, and to offer feedback.	The teacher occasionally circulates the room to monitor student learning and may sometimes provides formative assessment or feedback.	The teacher remains at the front of the room and/or gives little feedback to students. Little or no evidence of any formative assessment.
Indicator 3	Teacher engages students in developing rubrics that indicate student understanding relative to the learning goal.	Teacher involves and guides students in assessing their own learning against established criteria in scales or rubrics.	Teacher occasionally involves students in assessing their own learning against scales and rubrics.	Teacher does not provide any guidance to students to allow for self-assessment .
Indicator 4	Teacher adjusts instruction spontaneously when necessary based on assessment.	Teacher reflects on information gained from assessments and adjusts teaching practice.	Teacher periodically reviews assessment data and occasionally adjusts teaching practices accordingly	Teacher is rigid in teaching subject matter and appears to be focused on completing the course material.

Comments:

PRACTICE 3: Teacher maintains records of student learning to analyze data and communicate progress to administrators, parents, and students.

Indicator	Exemplary		Proficient		Basic		Unsatisfactory	
Indicator 1	The teacher uses formative assessments to track student progress on learning goals and regularly conferences with students individually to encourage active participation in reaching goals.		The teacher tracks student progress on one or more learning goals using a formative assessments.		The teacher tracks student progress on goals and at times uses formative assessments.		Teacher has no system for monitoring student progress.	

Comments:

Domain #2 Instruction

Category d: Varied, engaging instruction that meets student needs and promotes learning behaviors.

PRACTICE 1: Teacher uses a variety of strategies and resources.

Indicator	Exemplary		Proficient		Basic		Unsatisfactory	
Indicator 1	Teacher uses innovative or creative strategies and resources to engage in tasks which link prior knowledge to new ideas and content.		Teacher uses a variety of strategies and resources to introduce, review, deepen or enrich ideas and content and make connections with new content.		Teacher introduces or reviews ideas and content to make connections with new content but uses little variety in strategies and resources.		Teacher instructs or reviews using only one or two strategies routinely.	

Comments:

PRACTICE 2: Teacher incorporates opportunities to teach learning behaviors.

Indicator	Exemplary		Proficient		Basic		Unsatisfactory	
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Indicator 1	Teacher integrates frameworks that support students in independently initiating critical thinking and problem solving.		Teacher regularly integrates opportunities for critical thinking and problem-solving.		Teacher occasionally provides opportunities for critical thinking and problem-solving to occur.		Teacher does not elicit critical thinking and problem-solving.	
Indicator 2	Teacher provides structure and framework for student directed learning and assessment.		Teacher regularly offers student choice in learning and assessments to meet student needs.		Teacher sometimes offers student choice in learning and assessments.		Teacher limits student learning to teacher directed instruction.	

Comments:

Domain #3 Professionalism
Category a: Professionalism and Ethics

PRACTICE 1: Teacher behaves professionally and ethically in the classroom and in interactions with students.

Indicator	Exemplary		Proficient		Basic		Unsatisfactory	
Indicator 1	The teacher supports students, even in the face of difficult situations. Teacher assists support staff in addressing student needs.		The teacher supports students' best interests.		Teacher supports some students.		Teacher is not supportive of students.	
Indicator 2	Teacher respects and maintains confidentiality of student information, and advocates for student privacy.		The teacher respects and maintains confidentiality of student information.		The teacher maintains and is aware of the importance of confidentiality of vital student information.			
Indicator 3	Teacher presents content in an unbiased and impartial manner, and promotes respectful attitudes and critical thinking skills in students by		Teacher presents content in an unbiased and impartial manner.		Teacher sometimes lets their own biases show without disclaimer.			

	pointing out that content can be viewed from many perspectives.						
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Comments:

PRACTICE 2: Teacher behaves professionally and ethically with regard to the school and district.

Indicator	Exemplary		Proficient		Basic		Unsatisfactory	
Indicator 1	The teacher prioritizes and balances professional responsibilities and mentors colleagues in this.		The teacher prioritizes and balances professional responsibilities.		The teacher sometimes loses focus in prioritizing and balancing professional responsibilities.		The teacher is unable to prioritize and balance professional responsibilities.	
Indicator 2	The teacher maintains appropriate confidentiality when speaking about the school, district, or colleagues within the community, and promotes the importance of this within the school and district.		The teacher maintains appropriate confidentiality when speaking about the school, district, or colleagues within the community.		The teacher needs to be reminded to maintain confidentiality when speaking about the school, district, or colleagues within the community.		The teacher willfully rejects appropriate confidentiality when speaking about the school, district, or colleagues within the community.	

Comments:

PRACTICE 3: Teacher behaves professionally and ethically toward families of students within the context of the school.

Indicator	Exemplary		Proficient		Basic		Unsatisfactory	
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Indicator 1	Teacher promotes two-way communication between the teacher and families and responds to requests for support, assistance, and/or clarification from parents promptly.		Teacher promotes two-way communication between the teacher and families and responds to requests for support.		Teacher responds to communication from families.		Teacher does not promote or respond to communication to/from families.	
Indicator 2	Teacher promotes opportunities for families to engage in the learning process.		Teacher invites families to engage in the learning process.		Teacher allows families to engage but does not promote or invite families to engage in the learning process.		Teacher does not allow families in the classroom.	
Indicator 3	Teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families and promotes this within the school community.		Teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families.		Teacher demonstrates some awareness of cultural backgrounds of families.		Teacher does not demonstrate awareness of cultural background of families within the context of the school.	

Comments:

PRACTICE 4: Teacher behaves professionally and ethically toward members of the community within the context of the school.

Indicator	Exemplary		Proficient		Basic		Unsatisfactory	
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Indicator 1	Teacher maintains ongoing involvement in learning about the local culture, and incorporating that learning into the classroom.		Teacher maintains ongoing involvement in learning about the local culture.		Teacher is involved in some community and school functions.		Teacher does not maintain ongoing involvement in learning about the local culture.	
Indicator 2	Teacher conducts interactions with community members within the context of the school and plans for community engagement.		Teacher conducts interactions with community members within the context of the school in a professional manner with positive intentions.		Teacher is respectful to community members within the context of the school.		Teacher has no interaction with community members within the context of school.	

Comments:

Domain #3 Professionalism
Category b: Professional Development.

PRACTICE 1: Teacher establishes and works toward professional goals.

Indicator	Exemplary		Proficient		Basic		Unsatisfactory	
Indicator 1	Teacher can describe professional growth goals, and work in-progress toward these goals is evident in practice .		Teacher can describe professional growth goals.		Teacher can describe ideas about professional growth, but may not have any specific goals in mind.		Teacher has no professional growth goals and is unable to discuss concept.	

Indicator 2	Teacher's educational philosophy is put into practice to create an engaged classroom environment.		Teacher can describe their philosophy of education and it is evident in their practice.		Teacher can describe their philosophy of education, that at times translates into observed practice.		There is no correlation between the teacher's professed beliefs and actual teaching practice.	
Indicator 3	Teacher works with colleagues using current trends, strategies, and resources in the teaching profession to build capacity and purpose.		Teacher takes steps to stay informed about current trends, strategies, and resources in the teaching profession.		Teacher sometimes avails themselves of current information and strategies in the teaching profession.		Teacher takes no step to stay informed on current trends or strategies in the teaching profession.	

Comments:

PRACTICE 2: Teacher participates in and contributes to the teaching profession.

Indicator	Exemplary		Proficient		Basic		Unsatisfactory	
Indicator 1	Teacher maintains and updates both knowledge of their content area and best teaching practices through attendance in courses and workshops, and shares new knowledge with colleagues.		Teacher maintains and updates both knowledge of their content area and best teaching practices through attendance in courses and workshops.		Teacher participates only in required professional development activities.		Teacher participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice.	

Comment:

Domain #3 Professionalism
Category c: Responsibilities and Dispositions of Professional Educators

PRACTICE 1: Teacher participates in the professional communities in school and district.

Indicator	Exemplary		Proficient		Basic		Unsatisfactory	
Indicator 1	Teacher regularly collaborates with colleagues to share new instructional strategies and resources and to help plan for student success.		Teacher regularly collaborates with colleagues to plan.		Teacher collaborates with colleagues sometimes for planning purposes.		The teacher does not collaborate with colleagues to plan.	
Indicator 2	Teacher actively participates in Professional Learning Community meetings, often volunteering to lead trainings within PLC time. Teacher may also collaborate with colleagues in a professional learning community outside of their school or district.		Teacher actively seeks help and gives input in Professional Learning Community meetings.		Teacher attends Professional Learning Community meetings, and occasionally offers input.		Teacher sometimes attends Professional Learning Community meetings, but does not participate.	

Comments:

PRACTICE 2: Teacher supports and participates in school and district initiatives.

Indicator	Exemplary		Proficient		Basic		Unsatisfactory	
Indicator 1	Teacher regularly participates in and promotes and educates about school and district initiatives.		Regular teacher participation in school and district initiatives.		Teacher at least partially participates in school and district initiatives, though maybe not with full integration or involvement.		Teacher does not participate in or support school and district initiatives.	

Comments:

PRACTICE 3: Teacher adheres to district and school rules, procedures, and expectations.

Indicator	Exemplary		Proficient		Basic		Unsatisfactory	
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Indicator 1	The teacher performs assigned duties and volunteers for other duties without being asked.		The teacher performs assigned duties in a timely fashion.		The teacher performs most assigned duties, though not always in a timely fashion. .		The teacher does not perform most of their assigned duties, or does not do so in a timely fashion.	
Indicator 2	The teacher maintains accurate and timely records, and regularly collects other classroom data that improves practice.		The teacher maintains accurate and timely records (student progress, completion of assignments, non-instructional records).		The teacher maintains accurate records.		The teacher does not maintain accurate records, or does not maintain records in a timely fashion.	

Comments: