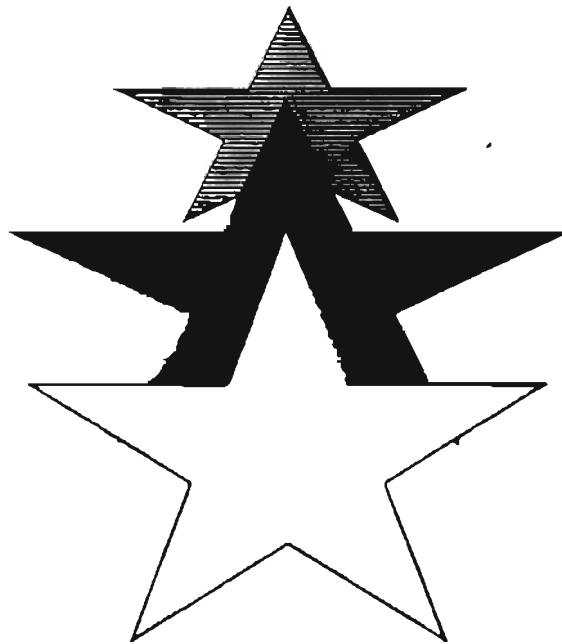


*A Definition of Professional Performance*

*in the*

*Parsippany-Troy Hills School District*



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The following document identifies the criteria which form the basis of teacher evaluation in the Parsippany-Troy Hills School District. The criteria are further described through specific behavioral indicators for “Professionalism,” “Planning and Preparation,” “Implementation and Interaction,” and “Student Assessment.” Much research suggests that these criteria and indicators are directly linked to effective educational practice. *Enhancing Professional Practice: A Framework for Teaching* (Danielson, ASCD, 1996) provided a model rubric which was modified and revised to create this document.

The criteria described in this first edition of the document will be used for teacher evaluation beginning with the 1997-98 school year. Revisions of the criteria and their indicators will appear in subsequent editions.

FIRST EDITION  
August 1997  
Revised 1998  
Re-Approved 2011

# I. PROFESSIONALISM

## Indicators of Performance

Criteria                      Unsatisfactory                      Basic                      Proficient                      Distinguished

### *Reflecting on Teaching*

<b>A. Accuracy</b>	Teacher does not know if a lesson was effective in achieving its goals or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
<b>B. Knowledge of Multiple Strategies</b>	Teacher has no suggestions for how a lesson may be presented differently another time.	Teacher makes general suggestions about how a lesson may be presented differently.	Teacher makes a few specific suggestions of what he/she may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

### *Professional Responsibilities*

<b>C. Communicating with the Community</b>	Teacher provides little information about the instructional program to families or makes an inappropriate or no attempt to engage families in the instructional program.	Teacher makes modest and inconsistently successful efforts to engage families in the instructional program or participates in the school's activities for parent communication but offers little additional information.	Teacher provides timely, appropriate information about the instructional program.	The teacher provides timely information to parents, as appropriate, about the instructional program and provides opportunities for family participation.
<b>D. Addressing Needs of Students</b>	Teacher does not address academic, social and behavioral needs of students.	Teacher's attempts to address students' social, academic and behavioral needs through appropriate resources are inconsistent.	Teacher is active in addressing social, academic and behavioral needs of students, seeking out appropriate resources when necessary.	Teacher is highly proactive in addressing students' social, academic and behavioral needs, seeking out appropriate resources when necessary.

Criteria

Unsatisfactory

Basic

Proficient

Distinguished

***Professional Responsibilities***

<b><i>E. Advocacy</i></b>	Teacher contributes to or condones inequitable or prejudicial attitudes or practices.	Teacher makes minimal effort to challenge or change prejudicial attitudes or practices.	Teacher makes a consistent effort to challenge or change prejudicial attitudes or practices.	Teacher is proactive in challenging negative attitudes and helps ensure that all students, particularly those traditionally under-served, are honored in the school.
<b><i>F. Decision-Making</i></b>	Teacher makes decisions based on self-serving interests, and/or teacher does not participate in school or district decision-making.	Teacher's decisions are based on limited though genuinely professional considerations, whether in school or district decision-making.	Teacher maintains an open mind and participates in school or district decision-making.	Teacher takes a leadership role in school or district decision-making bodies and helps ensure that decisions are based on the highest professional standards.
<b><i>G. Service to the School</i></b>	Teacher is not involved in school events.	Teacher participates in school events when specifically asked.	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 positive leadership role in some aspect of school life.
<b><i>H. Participation in School and District Projects</i></b>	Teacher is not involved in school or district projects.	Teacher participates in school and district projects specifically when asked.	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.
<b><i>I. Relationships with Families and Community</i></b>	Teacher oversteps professional boundaries when discussing issues with students, parents, or community.	Teacher lacks diplomacy when discussing issues with students, parents or the community.	Teacher is consistently respectful of professional boundaries when discussing issues with students, parents, and the community.	Teacher is skilled in handling controversial issues with students, parents, and the community; teacher discusses these issues with tact and respect for individuals and the educational system.

Criteria

Unsatisfactory

Basic

Proficient

Distinguished

***Professional Responsibilities***

<b><i>J. Relationships with Colleagues</i></b>	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.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
<b><i>K. Relationships with Administrative Staff</i></b>	Teacher does not maintain a collegial relationship with administrative staff: teacher does not support building and district goals even when specifically asked.	Teacher maintains a collegial relationship with administrative staff: teacher supports building and district goals when specifically asked.	Teacher maintains a collaborative relationship with administrators: teacher works collaboratively with building and district administrators to advance district goals.	Teacher assumes a collaborative leadership role with administrators to initiate and advance building and district goals.
<b><i>L. Support of District Policies</i></b>	Teacher does not follow Board policies and legal requirements pertaining to professional responsibilities.	Teacher is inconsistent in following Board policies and legal requirements pertaining to professional responsibilities.	Teacher follows policies of the Board of Education and fulfills all legal requirements in meeting professional responsibilities.	Teacher actively implements policies of the Board of Education and fulfills all legal requirements in meeting professional responsibilities: teacher takes an active role through professional channels in the policy-making process.

Criteria

Unsatisfactory

Basic

Proficient

Distinguished

***Professional Growth***

<b><i>M. Enhancement of Content Knowledge and Pedagogical Skill</i></b>	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional development activities to a limited extent; classroom practice is minimally affected by these efforts.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill; these efforts are reflected in classroom practice.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his/her classroom.
<b><i>N. Service to the Profession</i></b>	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	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.

## II. PLANNING AND PREPARATION

### Knowledge of Content and Pedagogy

Criteria	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
<b>A. Knowledge of Content</b>	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other aspects of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other aspects of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge. Teacher makes connections between the content and other aspects of the discipline and other disciplines.
<b>B. Knowledge of Prerequisite Relationships</b>	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.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when designing instruction or seeking causes for student misunderstanding.
<b>C. Knowledge of Content-Related Pedagogy</b>	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Instructional planning reflects current research on best pedagogical practice within the discipline and anticipates student misconceptions.	Instructional planning reflects current research on best pedagogical practice within the discipline. Teacher displays continuing search for best practice and plans for possible student misconceptions.

### Knowledge of Students

<b>D. Knowledge of Characteristics of Age Group</b>	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
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**Criteria**

Unsatisfactory

Basic

Proficient

Distinguished

***Knowledge of Students***

<b><i>E. Knowledge of Students' Varied Approaches to Learning</i></b>	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."	Teacher has general understanding of the different approaches to learning that students exhibit and applies it in a limited way in instructional planning.	Teacher has solid understanding of the different approaches to learning that different students exhibit and applies it in instructional planning.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning to facilitate individual student success.
<b><i>F. a. Knowledge of Students' Background (Skills, Knowledge)</i></b>	Teacher planning shows little awareness of students' skills and previous knowledge as significant background for learning.	Teacher planning minimally reflects an awareness of the value of students' skills and previous knowledge as a significant background for learning.	Teacher planning reflects an understanding of the value of students' skills and previous knowledge as a significant background for learning.	Teacher planning reflects an understanding of students' skills and previous knowledge as essential elements in the learning process.
<b><i>F. b. Knowledge of Students' Background (Interests, Cultural Heritage)</i></b>	Teacher planning does not address cultural heritage and student interests as significant background for learning.	Teacher planning minimally reflects an awareness of the value of student interests and cultural heritage as significant background for learning.	Teacher planning reflects an understanding of the value of student interests and cultural heritage as a significant background for learning.	Teacher planning reflects an understanding of student interests and cultural heritage as essential elements in the learning process.

***Instructional Planning***

<b><i>G. Relationship to Curriculum</i></b>	Instructional objectives are not related to curriculum and represent low expectations or no conceptual understanding for students. Instructional objectives do not reflect important learning.	Instructional objectives are moderately related to curriculum in their expectations or conceptual understanding for students and in importance of learning.	Instructional objectives are related to curriculum in their level of expectations, conceptual understanding, and importance of learning.	Not only are the instructional objectives related to curriculum, but the teacher can also clearly articulate how objectives establish high expectations and relate to curriculum frameworks and standards.
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Criteria

Unsatisfactory

Basic

Proficient

Distinguished

***Instructional Planning***

<b><i>H. Clarity</i></b>	Instructional objectives are either not clear or are stated as student activities. Objectives do not permit viable methods of assessment.	Instructional objectives are only moderately clear or include a combination of objectives and activities. Some objectives do not permit viable methods of assessment.	Most of the instructional objectives are clear but may include a few activities. Most permit viable methods of assessment.	All instructional objectives are clear, written in the form of student learning, and permit viable methods of assessment.
<b><i>I. Suitability for Diverse Students</i></b>	Instructional objectives are not suitable for the class.	Most of the instructional objectives are suitable for most students in the class.	All instructional objectives are suitable for most students in the class.	Instructional objectives take into account the varying learning needs of individual students or groups.
<b><i>J. Coordination/Integration</i></b>	Instructional objectives reflect only one type of learning and one discipline or strand.	Instructional objectives reflect several types of learning but no effort at coordination or integration.	Instructional objectives reflect several different types of learning and opportunities for integration.	Instructional objectives reflect student initiative in establishing important learning, several different types of learning, and opportunities for integration.

***Demonstrating Knowledge of Resources***

<b><i>K. Resources for Teaching</i></b>	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	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.
<b><i>L. Resources for Students</i></b>	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.

**Criteria**

Unsatisfactory

Basic

Proficient

Distinguished

***Designing Coherent Instruction***

<b><i>M. Learning Activities</i></b>	Learning activities are not suitable to students or instructional objectives. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional objectives. Progression of activities in the unit is loosely sequenced and only some activities reflect recent professional research.	Learning activities are suitable to students and instructional objectives. Progression of activities in the unit is logical: activities reflect recent professional research.	Learning activities are highly relevant to students and instructional objectives. They progress coherently, producing a unified whole and reflecting recent professional research.
<b><i>N. Instructional Materials and Resources</i></b>	Materials and resources do not support the instructional objectives or engage students in meaningful learning.	Some of the materials and resources support the instructional objectives, and some engage students in meaningful learning.	All materials and resources support the instructional objectives, and engage students in meaningful learning. Teacher uses resource materials beyond the textbook.	The teacher uses a variety of resource materials beyond the textbook. All materials and resources support instructional objectives, and engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
<b><i>O. Instructional Strategies</i></b>	Instructional strategies do not support the instructional objectives and offer no variety.	Instructional strategies are inconsistent in suitability to the instructional objectives and offer minimal variety.	Instructional strategies are varied, as appropriate to the different instructional objectives.	Instructional strategies are varied, as appropriate to the different instructional objectives. There is evidence of student choice in selecting different patterns of instructional strategies.
<b><i>P. Lesson and Unit Structure</i></b>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different pathways according to student needs.

Criteria

Unsatisfactory

Basic

Proficient

Distinguished

***Assessing Student Learning***

<b><i>Q. Congruence with Instructional Goals</i></b>	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed but many assessment approaches lack variety and authenticity.	All the instructional goals are assessed and assessment approaches are varied.	All the instructional goals are assessed through approaches that are varied and authentic.
<b><i>R. Criteria and Standards</i></b>	Assessment criteria and standards have not been developed.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	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 that students contributed to the development of the criteria and standards.
<b><i>S. Use for Planning</i></b>	The assessment results affect planning for students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are made aware of how they are meeting the established standards and participate in planning the next steps. Teacher uses assessment results to plan for individuals and groups of students.

### III. IMPLEMENTATION AND INTERACTION

#### *Establishing a Climate for Learning*

Criteria	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
<b><i>A. Teacher Interaction with Students</i></b>	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.	Teacher-student interactions are positive and demonstrate general warmth, caring, respect and encouragement and are appropriate to developmental and cultural norms.	Teacher demonstrates care and respect for individual students. Teacher-student interactions are consistently respectful, encouraging, and appropriate to developmental and cultural norms..
<b><i>B. Importance of the Content</i></b>	Teacher conveys 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.	Teacher conveys enthusiasm for the subject and consistent commitment to its value.	Teacher conveys enthusiasm for the subject, consistent commitment to its value, and designs authentic learning tasks to model connections to the real world.
<b><i>C. Expectations for Learning and Achievement</i></b>	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student learning and achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student learning and achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student learning and achievement.	Instructional goals and activities, interactions, and the classroom environment convey clear and consistently high expectations for the learning and achievement of all students.
<b><i>Classroom Management</i></b>				
<b><i>D. Management of Instructional Groups</i></b>	Teacher is not effective in organizing large and small group work that engages all students.	Teacher partially organizes large and small groups so that all students are engaged.	Teacher appropriately structures and manages large and small groups so that all students are engaged at all times.	Teacher effectively and appropriately plans large and small groups so that students are able to work cooperatively and are productively engaged at all times.

**Criteria**

Unsatisfactory

Basic

Proficient

Distinguished

***Classroom Management***

<b><i>E. Time on Task</i></b>	Inadequately planned and implemented classroom activities do not engage students for the entire instructional period.	Classroom activities are planned and implemented to engage students; however, teacher does not insure that students are engaged during the entire instructional period.	Classroom activities are planned and implemented to engage students during the entire instructional period.	Classroom activities are planned and implemented to engage students during the entire instructional period. Teacher uses a variety of strategies to insure student engagement.
<b><i>F. Management of Transitions</i></b>	Much time is lost in transitions; no attempt is made to make connections between parts of the lesson.	Transitions are sporadic, resulting in some loss of instructional time; little attempt is made to show connections between the parts of the lesson.	Transitions occur smoothly, with connectedness between all the parts of the lesson and with little loss of instructional time.	Transitions emphasize connectedness between all the parts of the lesson with no loss of instructional time.
<b><i>G. Management of Materials/Supplies</i></b>	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies result in no loss of instructional time.
<b><i>H. Performance of Non-Instructional Duties</i></b>	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are inefficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well-established and efficient, resulting in no loss of instructional time.
<b><i>I. Expectations</i></b>	Teacher does not set clear, challenging and consistent standards and expectations for student performance and behavior.	High standards and expectations for student performance and behavior appear to have been established for most situations but are inconsistently applied.	High standards and expectations for student performance and behavior are clearly communicated and consistently applied.	High standards and expectations for student performance and behavior are clearly communicated and consistently applied; students have an opportunity to participate in developing the standards.

**Criteria**UnsatisfactoryBasicProficientDistinguished***Classroom Management***

<b><i>J. Use of Physical Space/Resources</i></b>	The classroom is unsafe or not arranged appropriately suited to the lesson activities.	The classroom is safe and arranged appropriately with limited effectiveness.	The classroom is safe and the arrangement allows students to use resources effectively.	
<b><i>K. Directions and Procedures</i></b>	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear and specific; teacher monitors for student understanding of directions and procedures.	Teacher directions are clear and specific. Teacher monitors for understanding and anticipates and addresses possible misunderstandings.

***Communication and Accuracy***

<b><i>L. Oral and Written Language</i></b>	Teacher's spoken and written language may contain grammar or syntax errors and may be inaudible or illegible. Vocabulary may be inappropriate or used incorrectly.	Teacher's spoken language is audible, and written language is legible and used correctly. Vocabulary is correct but not appropriate for the students.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate for the students.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.
<b><i>M. Subject Matter Competency</i></b>	Teacher makes errors and shows lack of subject matter competency. Representation of content is inconsistent and unclear.	Teacher shows some subject matter competency, but makes errors. Representation of content is inconsistent in quality.	Teacher shows subject matter competency and uses effective methodologies of the discipline. Representation of content is appropriate and is linked with students' knowledge and experience.	Teacher shows strong subject matter competency and conducts the class using the concepts and methodologies of the discipline. Representation of content is appropriate, links well with students' knowledge and experience; students are given opportunities to contribute to representation of content.

**Criteria**

Unsatisfactory

Basic

Proficient

Distinguished

***Engaging Students in Learning***

<b><i>N. Teacher Flexibility-Monitoring and Adjusting</i></b>	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.	Teacher is able to make effective adjustments to a lesson based on identified student needs.	Teacher consistently demonstrates flexibility to make effective adjustments in instruction based on monitoring of student learning.
<b><i>O. Responsibility for Student Learning</i></b>	When a student has difficulty learning, the teacher either gives up, or blames the student, the environment, or society, for the student's lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher seeks approaches for students who have difficulty learning, using varied resources and a repertoire of strategies.	Teacher is persistent in using all available resources to ensure student learning.
<b><i>P. Feedback</i></b>	Teacher provides students with no usable feedback: assessment data are gathered for recording purposes only.	Feedback to students is inconsistently clear, specific, or timely; feedback to students is limited in focus and purpose; assessment data are gathered exclusively for recording purposes rather than improving student learning.	Feedback to students is clear, specific, and timely: teacher feedback is based on data gathered through multiple and varied assessments; teacher uses feedback to help students improve their performance.	Feedback to students is clear, specific, and timely: teacher feedback is based on data gathered through multiple and varied assessments including those designed by the teacher; teacher uses feedback to help students improve their performance.

Criteria

Unsatisfactory

Basic

Proficient

Distinguished

*Engaging Students in Learning*

<b><i>Q. Instructional Materials and Resources</i></b>	Teacher uses instructional materials and resources that are inappropriate to the instructional objectives and do not extend student thinking.	Teacher is unable to effectively use instructional materials and resources beyond the basic text. Materials are rarely teacher designed and are often marginally related to the instructional objective.	Teacher uses instructional materials and resources that are timely and suitable to the instructional objectives and extend students' thinking.	Teacher uses instructional materials and resources that are timely and suitable to the instructional objectives and extend students' thinking. Students are provided with the opportunity to initiate the choice, adaptation, or creation of materials to enhance their own purposes.
<b><i>R. Lesson Structure and Pacing</i></b>	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 may not be uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is appropriate for all students.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Teacher makes accommodation in the pacing of the lesson to meet individual student needs.
<b><i>S. Student Engagement</i></b>	Teacher does not implement lessons which allow students to become meaningfully engaged in their own learning. Activities and assignments are inappropriate for student engagement.	Teacher implements lessons which allow students to become meaningfully engaged in their own learning in a limited way. Some activities and assignments are appropriate for student engagement.	Teacher implements lessons which allow students the opportunity to become meaningfully engaged in their own learning. Most activities and assignments are appropriate for student engagement.	Teacher implements lessons which consistently allow students the opportunity to become meaningfully engaged in their own learning. All students are engaged in the activities and assignments.

#### IV. STUDENT ASSESSMENT

Criteria	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
<b><i>A. Use and Documentation of Multiple and Valid Assessments</i></b>	The teacher fails to demonstrate the use of multiple, appropriate and valid assessments.	The teacher uses multiple assessments in a limited way.	The teacher uses multiple, appropriate and valid assessments.	The teacher uses multiple, appropriate, and valid assessments which are used to monitor student learning, adjust instructional strategies, and to provide specific and accurate feedback to help students improve.
<b><i>B. Student Self-Assessment</i></b>	Student assessment practices reflect a lack of opportunities for students to analyze their own strengths and weaknesses.	Student assessment practices reflect limited opportunities for students to analyze their own strengths and weaknesses.	Student assessment practices reflect significant opportunities for students to analyze their own strengths and weaknesses.	Student assessment practices reflect multiple significant opportunities for students to analyze their own strengths and weaknesses.
<b><i>C. Record Keeping</i></b>	Student assessment records are limited in scope. Records are not uniformly accurate and up to date.	Student assessment records are varied in scope, accurate and up-to-date.	Student assessment records are varied in scope, accurate and up-to-date; they reflect developmentally-appropriate assessments.	
<b><i>D. Recording of Student Attendance</i></b>	The student assessment system lacks the recording of student attendance.	The student assessment system inconsistently shows the recording of student attendance.	The student assessment system consistently shows the accurate recording of student attendance.	

**Criteria**UnsatisfactoryBasicProficientDistinguished

<b><i>E. Student-Teacher Interaction</i></b>	The student assessment system lacks evidence of teacher-student interaction each marking period to discuss specific academic goals/progress of individual students.	The student assessment system shows evidence of infrequent teacher-student interactions each marking period to discuss specific academic goals/progress of individual students.	The student assessment system shows evidence of significant teacher-student interactions each marking period to discuss specific academic goals/progress of individual students.	The student assessment system shows evidence of a systematic and significant series of teacher-student interactions each marking period to discuss specific academic goals/progress of individual students.
<b><i>F. Parental Contacts</i></b>	The student assessment system reflects the communication of minimal information to parents. Reaction to parental concerns is irregular, rarely documented, and does not always reflect sensitivity and willingness to work together with parents for the students welfare.	The student assessment system reflects the communication of information to parents as required. The response to parental concerns about student progress is minimal. The contacts with parents are sometimes documented.	The student assessment system reflects frequent communication to parents regarding students' progress on a regular basis. The teacher is available as needed to respond to parental concerns. The contacts with parents are documented and the teacher engages the parents in further productive dialogue.	The student assessment system demonstrates continual communication of student progress to parents. The teacher is available as needed to respond to parental concerns. The response to parent concerns of students is handled with sensitivity and in a timely manner. The contacts with parents are documented and the teacher engages the parents in on-going, productive dialogue.