

**PLANNING AND PREPARATION**

Element	Underdeveloped	Developing	Proficient	<b>(Practicing Teachers Only) Distinguished</b>
<b>1. (mels 1, 2)</b>  <b>Knowledge of Content and Pedagogy</b> Teacher:	<ul style="list-style-type: none"> <li>displays little understanding of important prerequisite knowledge</li> <li>makes content errors</li> <li>uses poor examples</li> <li>conveys a negative attitude</li> <li>communicates that the content is not important</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some awareness of prerequisite knowledge</li> <li>displays basic content knowledge without always connecting to other disciplines</li> <li>generally communicates conviction for the importance of content</li> </ul>	<ul style="list-style-type: none"> <li>exhibits understanding of prerequisite knowledge</li> <li>displays solid content knowledge</li> <li>connects with other disciplines</li> <li>links content with students' knowledge and experience</li> <li>conveys interest for content</li> </ul>	<ul style="list-style-type: none"> <li>builds on knowledge of prerequisite relationships</li> <li>displays extensive content knowledge with commitment to further learning</li> <li>connects with other disciplines and current events</li> <li>conveys genuine enthusiasm for content</li> </ul>
<b>2. (mels 2, 4)</b>  <b>Knowledge of Students' Development and Skills</b> Teacher:	<ul style="list-style-type: none"> <li>displays minimal knowledge of developmental characteristics or student skills/knowledge</li> </ul>	<ul style="list-style-type: none"> <li>displays general knowledge of developmental characteristics or student skills/knowledge, but usually displays this knowledge as it pertains to the whole class</li> </ul>	<ul style="list-style-type: none"> <li>displays solid understanding of typical developmental characteristics and the skills/knowledge of groups of students as well as exceptions to general patterns</li> </ul>	<ul style="list-style-type: none"> <li>displays knowledge of typical developmental characteristics and skills/knowledge as it pertains to each student, including those with special needs</li> <li>utilizes this knowledge to differentiate instruction</li> </ul>
<b>3. (mels 1, 2, 3, 6)</b>  <b>Knowledge of Students' Interests, Cultures, and Varied Approaches to Learning</b> Teacher:	<ul style="list-style-type: none"> <li>is unfamiliar with student interests or cultural heritage</li> <li>displays minimal knowledge of different approaches to learning</li> </ul>	<ul style="list-style-type: none"> <li>displays general understanding of student interests or cultural heritage</li> <li>demonstrates basic knowledge of different approaches to learning</li> <li>sometimes uses this knowledge to relate instruction to students' lives</li> </ul>	<ul style="list-style-type: none"> <li>displays thorough knowledge of interests and cultural heritage of groups of students</li> <li>demonstrates solid understanding of different approaches to learning</li> <li>uses this knowledge to relate instruction to students' lives</li> </ul>	<ul style="list-style-type: none"> <li>displays thorough knowledge of interests and cultural heritage of each student</li> <li>uses knowledge of students' varied approaches to learning in instructional planning</li> <li>uses this knowledge to relate instruction to individual student's lives</li> </ul>
<b>4. (mels 2 ,3 ,4, 5)</b>  <b>Selection of Instructional Goals and Reflection within Lesson Plan</b>  Goals:	<ul style="list-style-type: none"> <li>are ambiguous or unsuitable for the class</li> <li>represent low expectations</li> <li>do not allow for viable assessment</li> <li>reflect only one type of learning or discipline</li> </ul>	<ul style="list-style-type: none"> <li>are moderately clear or suitable for most students</li> <li>represent moderately valuable expectations</li> <li>allow for some assessment</li> <li>reflect several types of learning with some effort at content integration</li> </ul>	<ul style="list-style-type: none"> <li>are clear and suitable for most students</li> <li>relate to state curriculum standards and benchmarks</li> <li>allow for assessment</li> <li>represent valuable expectations</li> <li>reflect several different types of learning with effort at content integration</li> </ul>	<ul style="list-style-type: none"> <li>are clear and account for varying learning needs</li> <li>represent high expectations</li> <li>demonstrate student initiative</li> <li>drawn directly from state curriculum standards and benchmarks</li> <li>permit viable assessment</li> <li>reflect several types of learning with effort at content integration</li> </ul>
<b>5. (mels 2)</b>  <b>Organization of Physical Space</b>	<ul style="list-style-type: none"> <li>is unsuitable for learning activities or accessibility</li> </ul>	<ul style="list-style-type: none"> <li>is suitable and accessible for some learning activities</li> </ul>	<ul style="list-style-type: none"> <li>is adjusted for learning activities and accessibility as needed</li> </ul>	<ul style="list-style-type: none"> <li>is used by teacher and students optimally</li> </ul>
<b>6. (mels 2)</b>  <b>Health/Safety Procedures:</b>	<ul style="list-style-type: none"> <li>not displayed</li> </ul>	<ul style="list-style-type: none"> <li>displayed, but no evidence of review or utilization</li> </ul>	<ul style="list-style-type: none"> <li>are displayed and periodically reviewed and practiced</li> </ul>	<ul style="list-style-type: none"> <li>are displayed with documentation of a plan in place for consistent review and practice</li> </ul>

**CLASSROOM ENVIRONMENT**

Element	Underdeveloped	Developing	Proficient	<b>(Practicing Teachers Only) Distinguished</b>
<b>7.</b> (mels 1)  <b>Teacher Interaction with Students</b>	<ul style="list-style-type: none"> <li>interaction with at least some students is negative, demeaning, sarcastic</li> <li>interaction is inappropriate to students' age or culture</li> <li>students' questions or interests are disregarded</li> <li>students exhibit disrespect for teacher</li> <li>adult role is lacking</li> </ul>	<ul style="list-style-type: none"> <li>interactions with students are generally appropriate, but may reflect occasional inconsistencies, favoritism or disregard for students' cultures</li> <li>students' respect for teacher is inconsistent</li> <li>adult role is generally demonstrated</li> </ul>	<ul style="list-style-type: none"> <li>interactions are friendly and demonstrate general warmth, caring, and respect</li> <li>interactions are appropriate to developmental and cultural norms</li> <li>students exhibit respect for teacher</li> <li>adult role is retained in all school settings</li> </ul>	<ul style="list-style-type: none"> <li>interactions demonstrate genuine caring and respect for individual students successfully accommodates students' questions or interests</li> <li>students exhibit respect for teacher as an individual</li> <li>adult role is retained in all settings</li> </ul>
<b>8.</b> (mels 6)  <b>Student Interaction</b>	<ul style="list-style-type: none"> <li>interactions are characterized by conflict, sarcasm, or put - downs</li> <li>teacher does not respond to inappropriate interaction or responds insensitively</li> </ul>	<ul style="list-style-type: none"> <li>interactions are generally polite and respectful</li> <li>teacher makes some attempt to respond to inappropriate interactions or responds inconsistently</li> </ul>	<ul style="list-style-type: none"> <li>interactions are polite and respectful</li> <li>teacher encourages students to interact positively</li> </ul>	<ul style="list-style-type: none"> <li>interactions demonstrate genuine caring for one another as individuals and as students</li> <li>teacher is proactive in creating positive student interactions</li> </ul>
<b>9.</b> (mels 2, 4, 5)  <b>Management of Student Group(s)</b>	<ul style="list-style-type: none"> <li>students are not productively engaged</li> <li>group work is inappropriate for students or instructional goals</li> </ul>	<ul style="list-style-type: none"> <li>students may only be productive when teacher is involved</li> <li>group work is partially organized or partially appropriate for students or instructional goals</li> </ul>	<ul style="list-style-type: none"> <li>majority of students are engaged at all times</li> <li>group work is organized and fully appropriate for students or instructional goals</li> </ul>	<ul style="list-style-type: none"> <li>students are productively engaged and assume responsibility for productivity and given choice in selection</li> <li>group work is fully appropriate for students and instructional goals</li> </ul>
<b>10.</b> (mels 5)  <b>Transitions and Pacing</b>	<ul style="list-style-type: none"> <li>pacing is too slow or too rushed</li> <li>time is lost during transitions</li> </ul>	<ul style="list-style-type: none"> <li>pacing is inconsistent</li> <li>transitions are sporadically efficient with some loss of time</li> </ul>	<ul style="list-style-type: none"> <li>pacing is consistent throughout</li> <li>transitions occur smoothly with little loss of instructional time</li> </ul>	<ul style="list-style-type: none"> <li>pacing is appropriate for all students</li> <li>students assume responsibility for seamless transitions</li> </ul>
<b>11.</b> (mels 6, 7)  <b>Materials and Resources</b>	<ul style="list-style-type: none"> <li>materials are unavailable</li> <li>materials do not support instructional goals</li> <li>materials do not engage students meaningfully</li> <li>resources available through the school, district, or community are not utilized</li> </ul>	<ul style="list-style-type: none"> <li>materials are sometimes not readily available</li> <li>some materials support goals</li> <li>some materials engage students meaningfully</li> <li>resources available through the school, district, or community are underutilized</li> </ul>	<ul style="list-style-type: none"> <li>materials are readily available and well organized</li> <li>majority of materials support instructional goals</li> <li>majority of materials engage students meaningfully</li> <li>resources available through the school, district, or community are consistently utilized</li> </ul>	<ul style="list-style-type: none"> <li>teacher encourages student responsibility for efficient operations</li> <li>teacher fosters students' choice, adaptation, or creation of materials to enhance their own learning</li> <li>resources available through the school, district, and other organizations are integrated seamlessly</li> </ul>
<b>12.</b> (mels 5)  <b>Standards (Expectations &amp; Procedures)</b>	<ul style="list-style-type: none"> <li>standards and procedures do not appear to have been established</li> <li>students are confused about standards and procedures</li> </ul>	<ul style="list-style-type: none"> <li>standards and procedures have been established for most situations</li> <li>majority of students understand them</li> <li>clarification is provided after some confusion</li> </ul>	<ul style="list-style-type: none"> <li>standards and procedures have been established</li> <li>standards and procedures are clear</li> </ul>	<ul style="list-style-type: none"> <li>standards and procedures appear to have been developed with student participation</li> <li>standards and procedures are clear to all students and contain an appropriate level of detail</li> </ul>
<b>13.</b> (mels 2, 4)  <b>Monitoring &amp; Response to Student Behavior</b> Teacher:	<ul style="list-style-type: none"> <li>is unaware of student actions</li> <li>responds disrespectfully</li> </ul>	<ul style="list-style-type: none"> <li>may miss the activities of some students</li> <li>generally responds respectfully and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>is alert to student behavior</li> <li>responds respectfully and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses subtle and preventative measures</li> <li>is self-monitored by students</li> <li>responds effectively and sensitively to individual needs</li> </ul>

## INSTRUCTION

Element	Underdeveloped	Developing	Proficient	(Practicing Teachers Only) Distinguished
<b>14.</b> (mels 1)  <b>Oral and Written Language (Teacher Presence)</b>	<ul style="list-style-type: none"> <li>spoken language is inaudible</li> <li>written language is illegible</li> <li>spoken or written language contains many grammatical errors</li> <li>little or no personality is displayed (lacks vitality, humor and enthusiasm)</li> </ul>	<ul style="list-style-type: none"> <li>spoken language is generally audible with projection &amp; clarity</li> <li>written language is generally legible</li> <li>some errors in grammar may occur occasionally</li> <li>limited personality is displayed</li> </ul>	<ul style="list-style-type: none"> <li>spoken and written language is clear, correct and used effectively</li> <li>teacher personality is appropriate for school setting</li> </ul>	<ul style="list-style-type: none"> <li>spoken and written language is articulate and expressive</li> <li>teacher personality demonstrates vitality, sense of humor, and enthusiasm appropriately</li> </ul>
<b>15.</b> (mels 1, 3)  <b>Use of Technology</b>	<ul style="list-style-type: none"> <li>displays little or no usage of technology in student learning activities</li> </ul>	<ul style="list-style-type: none"> <li>utilizes technology minimally or without integration in student learning activities</li> </ul>	<ul style="list-style-type: none"> <li>implements student learning activities that integrate information technology</li> </ul>	<ul style="list-style-type: none"> <li>designs and implements student learning activities that integrate information technology</li> </ul>
<b>16.</b> (mels 2, 3, 4, 6,7)  <b>Use of Instructional Techniques</b>	<ul style="list-style-type: none"> <li>questions are geared to lower level thinking</li> <li>students rarely participate in the discussion</li> <li>adequate response time is not provided</li> <li>best practices are not evident</li> </ul>	<ul style="list-style-type: none"> <li>questions indicate an attempt to engage students in discussion and some are geared toward higher-level thinking</li> <li>students participate in the discussion when directed</li> <li>response time is provided inconsistently</li> <li>best practices are incorporated sporadically</li> </ul>	<ul style="list-style-type: none"> <li>questions facilitate higher-level discussion</li> <li>students are actively engaged in discussion</li> <li>adequate response time is provided for most students</li> <li>best practices are demonstrated consistently</li> </ul>	<ul style="list-style-type: none"> <li>questions facilitate higher-level discussion where students seek to engage entire class</li> <li>students occasionally lead discussion, where appropriate</li> <li>adequate opportunity is available for all students to respond</li> <li>best practices are displayed in a wide range of interactions</li> </ul>
<b>17.</b> (mels 3)  <b>Activities and Assignments</b>	<ul style="list-style-type: none"> <li>are not suitable for students or instructional goals</li> <li>do not follow an organized progression</li> </ul>	<ul style="list-style-type: none"> <li>are sometimes suitable for students or instructional goals</li> <li>follow a roughly organized progression</li> </ul>	<ul style="list-style-type: none"> <li>are suitable for most students and instructional goals</li> <li>follow a thoroughly organized progression</li> </ul>	<ul style="list-style-type: none"> <li>are highly relevant for students and instructional goals</li> <li>encourage student initiation or adaptation of activities/projects to enhance their understanding</li> </ul>
<b>18.</b> (mels 2, 4)  <b>Flexibility and Responsiveness Teacher:</b>	<ul style="list-style-type: none"> <li>adheres rigidly to lesson plan, even when feedback indicates changes are necessary</li> <li>gives up or blames the student or the environment for student's lack of success</li> </ul>	<ul style="list-style-type: none"> <li>attempts to adjust lesson with mixed results</li> <li>accepts responsibility for the success of all students</li> <li>has a limited repertoire of instructional strategies to use</li> </ul>	<ul style="list-style-type: none"> <li>makes minor adjustments effectively</li> <li>persists in seeking myriad approaches for students</li> <li>possesses an adequate repertoire of instructional strategies</li> </ul>	<ul style="list-style-type: none"> <li>adapts instruction continually and spontaneously</li> <li>persists in seeking effective approaches for students as individuals</li> <li>employs strategies for increasing metacognition.</li> </ul>
<b>19.</b> (mels 5)  <b>Feedback to Students</b>	<ul style="list-style-type: none"> <li>is not provided</li> <li>is ineffective</li> </ul>	<ul style="list-style-type: none"> <li>may lack quality</li> <li>is provided sporadically</li> <li>is partially effective</li> </ul>	<ul style="list-style-type: none"> <li>is of high quality</li> <li>is provided in a timely manner</li> <li>is effective</li> </ul>	<ul style="list-style-type: none"> <li>is consistently high quality</li> <li>is timely with provisions for students' use</li> <li>incorporates students' information and interpretation of their records</li> </ul>
<b>20.</b> (mels 2, 3, 4)  <b>Assessment of Student Learning</b>	<ul style="list-style-type: none"> <li>is not established or unclear</li> <li>lacks congruence with goals</li> <li>is not used to inform planning</li> </ul>	<ul style="list-style-type: none"> <li>may exist, but is not clearly communicated</li> <li>assesses only some goals</li> <li>uses results to plan for class as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>is clearly communicated</li> <li>assesses goals adequately</li> <li>uses results to plan for individuals and groups</li> </ul>	<ul style="list-style-type: none"> <li>is clearly communicated with evidence of student contribution</li> <li>indicates complete congruence between goals and assessment</li> <li>involves student participation in planning the next steps</li> </ul>

**PROFESSIONAL RESPONSIBILITIES**

<b>Element/Proficiency</b>	<b>Underdeveloped</b>	<b>Developing</b>	<b>Proficient</b>	<b>(Practicing Teachers Only) Distinguished</b>
<b>21. (mels 5)</b> <b>Service to Students</b> Teacher in school setting:	<ul style="list-style-type: none"> <li>is not attentive to students' needs</li> <li>makes decisions based on self-serving interests</li> </ul>	<ul style="list-style-type: none"> <li>attempts to serve students</li> <li>attempts to meet students' needs</li> </ul>	<ul style="list-style-type: none"> <li>is active in serving students</li> <li>works within a team to ensure that all students receive a fair opportunity to succeed</li> </ul>	<ul style="list-style-type: none"> <li>is highly proactive in serving students and takes a leadership role in decision making</li> <li>makes effort to ensure that students are honored in the school</li> </ul>
<b>22. (mels 5, 6)</b> <b>Service to Families</b> Teacher in school setting:	<ul style="list-style-type: none"> <li>provides little information about curriculum or students' progress to families or makes no attempt to engage families in instructional program</li> <li>no response to parent concerns</li> </ul>	<ul style="list-style-type: none"> <li>provides basic information inconsistently to parents about curriculum and student progress</li> <li>limited response to parent concerns</li> </ul>	<ul style="list-style-type: none"> <li>provides frequent information to parents about curriculum and student progress</li> <li>is available to respond to parent concerns</li> </ul>	<ul style="list-style-type: none"> <li>encourages students to be responsible for preparing materials and contributing ideas that enhance family involvement</li> <li>responds to parent concerns with sensitivity and confidentiality</li> </ul>
<b>23. (mels 5, 6)</b> <b>Service to District</b>	<ul style="list-style-type: none"> <li>time is lost in non-instructional duties</li> <li>teacher avoids involvement in school activities</li> <li>relationships with colleagues are negative, self-serving or lacking</li> </ul>	<ul style="list-style-type: none"> <li>some time is lost for non-instructional duties</li> <li>participation in school events is limited</li> <li>cordial relationships with colleagues are maintained</li> </ul>	<ul style="list-style-type: none"> <li>time for non-instructional duties is well spent</li> <li>participation in school events is appropriate</li> <li>support and assistance for colleagues is appropriate</li> </ul>	<ul style="list-style-type: none"> <li>students assume considerable responsibility for efficient operation</li> <li>teacher assumes a leadership role in school events and provides support and assistance for colleagues</li> </ul>
<b>24. (mels 1, 5, 6, 7)</b> <b>Service to Profession</b> Teacher in school setting:	<ul style="list-style-type: none"> <li>participates in no professional development</li> <li>makes no effort to share knowledge with others</li> <li>is unaware or does not use technology ethically</li> <li>is absent or tardy frequently</li> <li>dresses inappropriately</li> <li>appears emotionally unstable</li> </ul>	<ul style="list-style-type: none"> <li>participates minimally in professional activities</li> <li>makes some effort to share knowledge</li> <li>is aware and generally demonstrates ethical use of technology</li> <li>is absent or tardy sporadically</li> <li>generally dresses appropriately</li> <li>generally appears emotionally stable</li> </ul>	<ul style="list-style-type: none"> <li>seeks out professional development opportunities</li> <li>assists other educators actively</li> <li>consistently demonstrates ethical use of technology</li> <li>is tardy or absent minimally</li> <li>dresses appropriately</li> <li>appears emotionally stable</li> </ul>	<ul style="list-style-type: none"> <li>makes attempts to conduct action research and initiates activities that contribute to the profession</li> <li>promotes ethical usage of technology among staff</li> <li>is punctual and rarely absent</li> <li>dresses appropriately at all times</li> <li>demonstrates and promotes emotional stability</li> </ul>
<b>25. (mels 1, 5)</b> <b>Service to Self</b> Teacher:	<ul style="list-style-type: none"> <li>cannot gauge his/her effectiveness or misjudges success of instruction profoundly</li> <li>has no suggestions for improving instruction</li> <li>fails to use available technology for productivity</li> <li>demonstrates unprofessional attitudes and ethics</li> </ul>	<ul style="list-style-type: none"> <li>can generally gauge his/her effectiveness</li> <li>makes some suggestions for improving instruction</li> <li>sometimes uses technology for productivity</li> <li>generally demonstrates appropriate professional attitudes and ethics</li> </ul>	<ul style="list-style-type: none"> <li>makes accurate assessment of effectiveness</li> <li>routinely makes suggestions for improving instruction</li> <li>uses available technology to increase productivity</li> <li>demonstrates appropriate professional attitudes and ethics consistently</li> </ul>	<ul style="list-style-type: none"> <li>makes thoughtful assessment of effectiveness</li> <li>draws on extensive repertoire of skills to make specific suggestions for improving instruction</li> <li>seeks out new technological resources to successfully increase productivity</li> <li>demonstrates and promotes professional attitudes and ethics</li> </ul>

Adapted from Danielson, C. (1996). Enhancing professional practice: a framework for teaching.  
Alexandria, VA: Association for Supervision and Curriculum Development