

PLANNING AND PREPARATION

Element	Underdeveloped	Developing	Proficient	(Practicing Teachers Only) Distinguished
<p>1. (mels 1, 2) (cec 1, 4)</p> <p>Knowledge of Content and Pedagogy Teacher:</p>	<ul style="list-style-type: none"> • displays little understanding of important prerequisite knowledge • makes content errors • uses poor examples • conveys a negative attitude • communicates that the content is not important 	<ul style="list-style-type: none"> • demonstrates some awareness of prerequisite knowledge • displays basic content knowledge without always connecting to other disciplines • generally communicates conviction for the importance of content 	<ul style="list-style-type: none"> • exhibits understanding of prerequisite knowledge • displays solid content knowledge • connects with other disciplines • links content with students' knowledge and experience • conveys interest for content 	<ul style="list-style-type: none"> • builds on knowledge of prerequisite relationships • displays extensive content knowledge with commitment to further learning • connects with other disciplines and current events • conveys genuine enthusiasm for content
<p>2. (mels 2, 4) (cec 2)</p> <p>Knowledge of Students' Development and Skills Teacher:</p>	<ul style="list-style-type: none"> • displays minimal knowledge of developmental characteristics and skills/behavior/knowledge of individual student's disability • instruction is geared to the whole group 	<ul style="list-style-type: none"> • displays general knowledge of developmental characteristics and skills/behavior/knowledge of individual student's disability • instructional differentiation is minimal 	<ul style="list-style-type: none"> • displays knowledge of developmental characteristics and skills/behavior/knowledge of individual student's disability • frequently utilizes this knowledge to differentiate instruction 	<ul style="list-style-type: none"> • displays solid understanding of developmental characteristics and skills/behavior/knowledge as it pertains to each student's disability • consistently utilizes this knowledge to differentiate instruction
<p>3. (mels 1, 2, 3, 6) (cec 3, 5)</p> <p>Knowledge of Students' Interests, Cultures, and Varied Approaches to Learning Teacher:</p>	<ul style="list-style-type: none"> • is unfamiliar with student interests or cultural heritage • displays minimal knowledge of different approaches to learning 	<ul style="list-style-type: none"> • displays general understanding of student interests or cultural heritage • demonstrates basic knowledge of different approaches to learning • sometimes uses this knowledge to relate instruction to students' lives 	<ul style="list-style-type: none"> • displays thorough knowledge of interests and cultural heritage of groups of students • demonstrates solid understanding of different approaches to learning • uses this knowledge to relate instruction to students' lives 	<ul style="list-style-type: none"> • displays thorough knowledge of interests and cultural heritage of each student • uses knowledge of students' varied approaches to learning in instructional planning • uses this knowledge to relate instruction to individual student's lives
<p>4. (mels 2 ,3 ,4, 5) (cec 7, 8)</p> <p>Selection of Instructional Goals and Reflection within Lesson Plan (derived from IEP) Goals:</p>	<ul style="list-style-type: none"> • are ambiguous or unsuitable for most students • represent low expectations • does not include assessment • addresses only one type of learning style • seldom relates to state curriculum standards and benchmarks as stated in IEP 	<ul style="list-style-type: none"> • are moderately clear or suitable for most students • represent moderately valuable expectations • includes some assessment • addresses some types of learning styles with some effort at content integration • attempts to relate to state curriculum standards and benchmarks as stated in IEP 	<ul style="list-style-type: none"> • are clear and suitable for most students • represent valuable expectations • consistently includes assessment • addresses several types of learning styles with effort at content integration • relates to state curriculum standards and benchmarks as stated in IEP 	<ul style="list-style-type: none"> • are clear and suitable for all students • represent high expectations • includes multiple types of assessment • addresses several types of learning styles with effort at content integration • drawn directly from state curriculum standards and benchmarks as stated in IEP
<p>5. (mels 2) (cec 5)</p> <p>Organization of Physical Space</p>	<ul style="list-style-type: none"> • is unsuitable for learning activities or accessibility 	<ul style="list-style-type: none"> • is suitable and accessible for some learning activities 	<ul style="list-style-type: none"> • is adjusted for learning activities and accessibility as needed 	<ul style="list-style-type: none"> • is used by teacher and students optimally
<p>6. (mels 2) (cec 5)</p> <p>Health/Safety Procedures:</p>	<ul style="list-style-type: none"> • not displayed or addressed 	<ul style="list-style-type: none"> • displayed, but no evidence of review or utilization 	<ul style="list-style-type: none"> • are displayed and periodically reviewed and practiced 	<ul style="list-style-type: none"> • are displayed with documentation of a plan in place for consistent review and practice

CLASSROOM ENVIRONMENT

Element	Underdeveloped	Developing	Proficient	(Practicing Teachers Only) Distinguished
7. (mels 1) (cec 5) Teacher Interaction with Students	<ul style="list-style-type: none"> interaction with some students is negative, demeaning, sarcastic interaction is inappropriate to students' age, culture or disability students' questions or interests are disregarded students exhibit disrespect for teacher adult role is lacking 	<ul style="list-style-type: none"> interactions with students are generally appropriate interactions may reflect occasional inconsistencies, favoritism or disregard for students' age, culture, or disability students' respect for teacher is inconsistent adult role is generally demonstrated 	<ul style="list-style-type: none"> interactions are friendly and demonstrate general warmth, caring, and respect interactions are appropriate to developmental and cultural norms students exhibit respect for teacher adult role is retained in all school settings 	<ul style="list-style-type: none"> interactions demonstrate genuine caring and respect for individual students interactions successfully accommodate students' questions or interests students exhibit respect for teacher as an individual adult role is retained in all settings
8. (mels 6) (cec 4, 5) Student Interaction	<ul style="list-style-type: none"> interactions are characterized by conflict, sarcasm, or put-downs teacher does not respond to inappropriate interaction or responds insensitively 	<ul style="list-style-type: none"> interactions are generally polite and respectful teacher makes some attempt to respond to inappropriate interactions or responds inconsistently 	<ul style="list-style-type: none"> interactions are polite and respectful teacher encourages students to interact positively 	<ul style="list-style-type: none"> interactions demonstrate genuine caring for one another as individuals and as students teacher is proactive in creating positive student interactions
9. (mels 2, 4, 5) (cec 4, 5) Management of Student Group(s)	<ul style="list-style-type: none"> students are not productively engaged group work is inappropriate for individual students or instructional goals 	<ul style="list-style-type: none"> students may only be productive when teacher is involved group work is partially organized or partially appropriate for individual students or instructional goals 	<ul style="list-style-type: none"> majority of students are engaged at all times group work is organized and fully appropriate for individual students or instructional goals 	<ul style="list-style-type: none"> students are productively engaged and assume responsibility for productivity and given choice in selection group work is fully appropriate for individual students and instructional goals
10. (mels 5) (cec 4, 5) Transitions and Pacing	<ul style="list-style-type: none"> pacing is too slow or too rushed time is lost during transitions 	<ul style="list-style-type: none"> pacing is inconsistent transitions are sporadically efficient with some loss of time 	<ul style="list-style-type: none"> pacing is consistent throughout transitions occur smoothly with little loss of instructional time 	<ul style="list-style-type: none"> pacing is appropriate for all students students assume responsibility for seamless transitions
11. (mels 6, 7) (cec 5, 7, 8) Management of Materials and Resources	<ul style="list-style-type: none"> materials are unavailable materials do not support instructional goals materials do not engage students meaningfully resources available through the school, district, or community are not utilized 	<ul style="list-style-type: none"> materials are sometimes not readily available some materials support goals some materials engage students meaningfully resources available through the school, district, or community are underutilized 	<ul style="list-style-type: none"> materials are readily available and well organized majority of materials support instructional goals majority of materials engage students meaningfully resources available through the school, district, or community are consistently utilized 	<ul style="list-style-type: none"> teacher encourages student responsibility for efficient operations teacher fosters students' choice, adaptation, or creation of materials to enhance their own learning resources available through the school, district, and other organizations are integrated seamlessly
12. (mels 5) (cec 5, 7) Standards (Expectations and Procedures)	<ul style="list-style-type: none"> standards and procedures do not appear to have been established students are confused about standards and procedures 	<ul style="list-style-type: none"> standards and procedures have been established for most situations majority of students understand standards and procedures clarification is provided after some confusion 	<ul style="list-style-type: none"> standards and procedures have been established standards and procedures are clear 	<ul style="list-style-type: none"> standards and procedures appear to have been developed with student participation standards and procedures are clear to all students and contain an appropriate level of detail
13. (mels 2, 4) (cec 3, 5, 6) Monitoring and Response to Student Behavior Teacher:	<ul style="list-style-type: none"> is unaware of student actions responds disrespectfully unaware of need for Behavior Intervention Plan (BIP) 	<ul style="list-style-type: none"> may miss the activities of some students generally responds respectfully and appropriately limited ability to develop and implement BIP 	<ul style="list-style-type: none"> is alert to student behavior responds respectfully and appropriately effectively develops and implements BIP when appropriate 	<ul style="list-style-type: none"> uses subtle and preventative measures is self-monitored by students responds effectively and sensitively to individual needs effectively develops and implements BIP when appropriate

INSTRUCTION

Element	Underdeveloped	Developing	Proficient	(Practicing Teachers Only) Distinguished
14. (mels 1) (cec 6) Oral and Written Language (Teacher Presence)	<ul style="list-style-type: none"> spoken/written language is inaudible/illegible spoken or written language contains many grammatical errors little or no personality is displayed (lacks vitality, humor and enthusiasm) 	<ul style="list-style-type: none"> spoken language is generally audible with projection/clarity and written language is generally legible some errors in grammar may occur occasionally limited personality is displayed 	<ul style="list-style-type: none"> spoken and written language is clear, correct and used effectively teacher personality is appropriate for school setting 	<ul style="list-style-type: none"> spoken and written language is articulate and expressive teacher personality demonstrates vitality, sense of humor, and enthusiasm appropriately
15. (mels 1, 3) (cec 4, 6, 7) Use of Technology	<ul style="list-style-type: none"> displays no use of technology in student learning ineffectively utilizes technology for record keeping/IEPs no use of assistive technology in student learning 	<ul style="list-style-type: none"> utilizes minimal technology in student learning utilizes technology for record keeping/IEPs limited use of assistive technology in student learning 	<ul style="list-style-type: none"> integrates technology in student learning effectively utilizes technology for record keeping/IEPs routinely utilizes assistive technology appropriate for individual student learning 	<ul style="list-style-type: none"> designs, implements and integrates technology in student learning effectively utilizes technology for record keeping/IEPs consistently utilizes/designs assistive technology appropriate for individual student learning
16. (mels 2, 3, 4, 6,7) (cec 3, 4, 7) Use of Instructional Techniques	<ul style="list-style-type: none"> best practices are not evident unable to vary instructional strategies 	<ul style="list-style-type: none"> best practices are incorporated sporadically displays a limited repertoire of instructional strategies 	<ul style="list-style-type: none"> best practices are demonstrated consistently displays a variety of instructional strategies 	<ul style="list-style-type: none"> best practices are displayed in a wide range of interactions employs strategies for increasing metacognition
17. (mels 3) (cec 4, 7) Activities and Assignments	<ul style="list-style-type: none"> are not suitable for student's IEP/goals/objectives do not follow an organized progression 	<ul style="list-style-type: none"> are sometimes suitable for student's IEP/goals/objectives follow a roughly organized progression 	<ul style="list-style-type: none"> are suitable for most student's IEP/goals/objectives follow a thoroughly organized progression 	<ul style="list-style-type: none"> are highly relevant for student's IEP/goals/objectives encourage student initiation or adaptation of activities/projects to enhance their understanding
18. (mels 2, 4) (cec 3, 4, 5) Flexibility and Responsiveness Teacher:	<ul style="list-style-type: none"> adheres rigidly to lesson plan, even when feedback indicates changes are necessary gives up or blames the student or the environment for student's lack of success adequate response time is not provided 	<ul style="list-style-type: none"> attempts to adjust lesson with mixed results accepts responsibility for the success of all students response time is provided inconsistently 	<ul style="list-style-type: none"> makes minor adjustments effectively persists in seeking myriad approaches for students adequate response time is provided for most students 	<ul style="list-style-type: none"> adapts instruction continually and spontaneously persists in seeking effective approaches for students as individuals adequate opportunity is available for all students to respond
19. (mels 5) (cec 5) Feedback to Students	<ul style="list-style-type: none"> lacks quality/ineffective is not provided 	<ul style="list-style-type: none"> may lack quality/effectiveness is provided sporadically 	<ul style="list-style-type: none"> is of high quality/effective is provided in a timely manner 	<ul style="list-style-type: none"> is consistently high quality/effective is timely with provisions for students' use
20. (mels 2, 3, 4) (cec 8) Assessment of Student Learning	<ul style="list-style-type: none"> lacks congruence with IEP goals does not use to plan for individuals and groups is not established or ongoing does not use multiple assessments 	<ul style="list-style-type: none"> assesses only some IEP goals limited use of results to plan for individuals and groups may exist, but is not ongoing or clearly communicated sometimes uses multiple assessments 	<ul style="list-style-type: none"> assesses IEP goals adequately uses results to plan for individuals and groups is ongoing and clearly communicated generally uses multiple assessments 	<ul style="list-style-type: none"> indicates complete congruence between IEP goals and assessment involves student participation in planning the next steps is ongoing and clearly communicated with evidence of student contribution consistently uses multiple assessments

PROFESSIONAL RESPONSIBILITIES

Element/Proficiency	Underdeveloped	Developing	Proficient	(Practicing Teachers Only) Distinguished
21. (mels 5) (cec 9, 10) Service to Students Teacher in school setting:	<ul style="list-style-type: none"> • is not attentive to students' needs • makes decisions based on self-serving interests 	<ul style="list-style-type: none"> • attempts to serve students • attempts to meet students' needs with limited team input 	<ul style="list-style-type: none"> • is active in serving students • works within a team to ensure that all students receive a fair opportunity to succeed 	<ul style="list-style-type: none"> • is highly proactive in serving students and takes a leadership role in decision making • makes effort to ensure that students are honored in the school
22. (mels 5, 6) (cec 9, 10) Service to Families Teacher in school setting:	<ul style="list-style-type: none"> • limited interaction with families about curriculum and student progress • limited response to parent concerns 	<ul style="list-style-type: none"> • provides basic information to parents about curriculum and student progress • generally responds to parent concerns 	<ul style="list-style-type: none"> • provides frequent information to parents about curriculum and student progress • responds to parent concerns with sensitivity and confidentiality 	<ul style="list-style-type: none"> • encourages students to be responsible for preparing materials and contributing ideas that enhance family involvement • consistently responds to parent concerns with sensitivity and confidentiality
23. (mels 5, 6) (cec 10) Service to District	<ul style="list-style-type: none"> • time is lost in non-instructional duties • teacher avoids involvement in school activities • relationships with colleagues are negative, self-serving or lacking 	<ul style="list-style-type: none"> • some time is lost for non-instructional duties • participation in school events is limited • cordial relationships with colleagues are maintained 	<ul style="list-style-type: none"> • time for non-instructional duties is well spent • participation in school events is appropriate • support and assistance for colleagues is appropriate 	<ul style="list-style-type: none"> • students assume considerable responsibility for efficient operation • teacher assumes a leadership role in school events and provides support and assistance for colleagues
24. (mels 1, 5, 6, 7) (cec 9) Service to Profession Teacher in school setting:	<ul style="list-style-type: none"> • participates in no professional development • makes no effort to share knowledge with others • is unaware or does not use technology ethically • is absent or tardy frequently • dresses inappropriately • appears emotionally unstable 	<ul style="list-style-type: none"> • participates minimally in professional activities • makes some effort to share knowledge • is aware and generally demonstrates ethical use of technology • is absent or tardy sporadically • generally dresses appropriately • generally appears emotionally stable 	<ul style="list-style-type: none"> • seeks out professional development opportunities • assists other educators actively • consistently demonstrates ethical use of technology • is tardy or absent minimally • dresses appropriately • appears emotionally stable 	<ul style="list-style-type: none"> • makes attempts to conduct action research and initiates activities that contribute to the profession • promotes ethical usage of technology among staff • is punctual and rarely absent • dresses appropriately at all times • demonstrates and promotes emotional stability
25. (mels 1, 5) (cec 9) Service to Self Teacher:	<ul style="list-style-type: none"> • cannot gauge his/her effectiveness or misjudges success of instruction profoundly • has no suggestions for improving instruction • fails to use available technology for productivity • demonstrates unprofessional attitudes and ethics 	<ul style="list-style-type: none"> • can generally gauge his/her effectiveness • makes some suggestions for improving instruction • sometimes uses technology for productivity • generally demonstrates appropriate professional attitudes and ethics 	<ul style="list-style-type: none"> • makes accurate assessment of effectiveness • routinely makes suggestions for improving instruction • uses available technology to increase productivity • demonstrates appropriate professional attitudes and ethics consistently 	<ul style="list-style-type: none"> • makes thoughtful assessment of effectiveness • draws on extensive repertoire of skills to make specific suggestions for improving instruction • seeks out new technological resources to successfully increase productivity • demonstrates and promotes professional attitudes and ethics

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