

SCORING INDICATORS GUIDE

DESCRIPTORS

Domain I: Christian Worldview – The teacher interprets the subject matter, the student, and the teaching process in light of authentic Christian presuppositions derived from his or her knowledge of the Bible as the word of God.

Performance at the “Accomplished” level MAY be inferred for a criterion if 65% of the criteria in the Domain ARE documented at the “Proficient” or “Accomplished” Levels and NO criteria are documented at “Little to No Data”.

	Evaluation Criteria “Accomplished” Standard	Scoring Indicators “Accomplished” Standard Benchmark	Verification/Documentation “Accomplished” Standard	Quantity and Quality Key Words/Concepts
I-1	The teacher actively studies Christian material that is integrated into his or her teaching practice.	The teacher provides <u>clear support</u> of an expansive knowledge of Christian material through study, which translates into a progressive Christian teaching practice.	Combination of formal and informal observations, lesson plans, & other documentation provided by teacher, staff, parents, and students.	<i>Consistent effort</i> documented by the teacher, to integrate Christian principles on a daily basis.
I-2	The teacher effectively integrates the Christian worldview into the curriculum. (BTP – 1)	The teacher does not artificially “force” these beliefs into the curriculum, but <u>naturally interprets</u> the subject through the lens of a Christian paradigm.		Clear verification in <i>competency</i> of salient issues, <i>propensity</i> to <i>capitalize</i> on opportunities to interject the Christian paradigm.
I-3	The teacher regularly models Christian ethics both within the classroom, during outside classroom duties, as well as off campus.	The teacher <u>regularly attends</u> chapel services, faculty prayer and/or devotion times, exhibiting participation therein. The teacher <u>normally</u> treats others with Christian ethics.	Prayer and devotion meetings, faculty meeting prayer times, chapel services, and other documentation provided by teacher, staff, parents, and students.	<i>Regular attendance, deference to and contribution toward</i> campus’ efforts at inculcating Christian virtues.
I-4	The teacher facilitates basic Christian ministry.	There is <u>clear support</u> that the teacher facilitates Christian ministry to the students using basic skills (Biblical knowledge, prayer, cooperation with campus minister...)	Formal and informal observations, lesson plans, & other documentation provided by teacher, staff, parents, and students.	Although perhaps intermittently, the teacher ministers to students from Christian precepts when appropriate and effective, or successfully co-labors with the campus minister to facilitate Christian ministry.
1-5	The teacher construct assessments that accurately discover the student’s understanding of the Christian worldview. (BTP – 4)	The teacher <u>appropriately</u> and <u>effectively</u> <u>includes</u> the Christian paradigm in construction of various assessments.	Samples of current tests, quizzes, and other assignments, & other documentation provided by teacher, staff, parents, and students.	As the curriculum allows opportunity, the teacher includes essential Christian concepts in assessments vehicles.
1-6	The teacher empowers students to interpret critical issues. (BTP – 10)	It is <u>clearly observable</u> that the teacher <u>enables</u> students to understand important issues pertaining to the Christian faith as relates to his or her subject matter, and enables them to intelligently contrast them with those of opposing views.	Formal and informal observations, conferences, & other documentation provided by teacher, staff, parents, and students.	As a result of the teacher’s practice, a consensus of students are able to demonstrate an ability to differentiate between Christian presuppositions and those of differing opinions as it pertains to their discipline.

Domain II: Subject Matter – The teacher draws on his or her knowledge of the subject matter to establish goals and facilitate student learning within and across the disciplines comprised in the curriculum.

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II-1	The teacher effectively creates and focuses upon appropriate goals and objectives (BTP – 6)	The teacher provides <u>clear evidence</u> of effectively implementing clear goals and objectives in compliance with developmentally appropriate taxonomy.	Formal and informal observations, syllabi, lesson plans, conferences, & other documentation provided by teacher, staff, parents, and students.	<i>Well-developed lesson plans</i> are regularly maintained by the teacher. The goals are <i>not generic</i> , but, <i>directly related</i> to the students at hand.
II-2	The teacher ameliorates the subject matter to facilitate learner-centered instruction	The teacher’s knowledge of the subject enables him or her to <u>maintain a practice</u> of pedagogy that is student-oriented, rather than subject-oriented.		The teacher’s practice is <i>not subject-centered</i> (i.e., students are passive, practice dominated by lecture) or <i>textbook driven</i> , but <i>regularly orchestrates activities</i> that facilitate students as active learners.
II-3	The teacher’s practice centers on the proper level of student development. (BTP – 2)	The teacher provides <u>clear data</u> of an ability to consistently translate his or her subject knowledge to developmental level	Formal and informal observations, conferences, assessment data, & other documentation provided by teacher, staff, parents, and students.	The teacher provides data of a <i>cumulative body of work</i> that reflects appropriate level of student development.
II-4	The teacher anticipates, purposefully engages, and consistently facilitates student motivation, through knowledge of the subject matter. (BTP – 8)	By virtue of the teacher’s command of the subject, he or she <u>regularly demonstrates</u> motivational strategies to facilitate student learning.	Formal and informal observations, syllabi, conferences, & other documentation provided by teacher, staff, parents, and students.	The teacher uses <i>multiple techniques</i> to effectively motivate a <i>consensus</i> of the students to engage the subject.
II-5	The teacher’s knowledge of the subject enables them to their practice in such a way that each part reinforces the others. (BTP – 3)	The teacher’s knowledge of the component parts of instruction enables them to <u>weave</u> the parts of the practice to significant learning objectives such that the instruction, group activity, individual work, outside reinforcement, and assessment <u>reinforces each other</u> .	Formal and informal observations, lesson plans, grade reports, conferences, & other documentation provided by teacher, staff, parents, and students.	The practice is <i>NOT disjointed</i> in its parts, but each part <i>focuses</i> upon the significant learning objectives and reinforce each other.
II-6	The teacher appropriately paces the lesson and places it in the proper sequence.	There is <u>clear support</u> that the teacher appropriately moderates the rate by which the class progresses through the curriculum to maximize student learning. In addition, he or she sequences the material to <u>enlarge</u> comprehension.	Formal and informal observations, lesson plans, grade reports, conferences, & other documentation provided by teacher, staff, parents, and students.	The teacher paces instruction to <i>meet all state learning objectives</i> , and <i>maximize</i> student learning. The sequence of instruction <i>complies</i> with curriculum guides, as well as school goals and philosophy.
II-7	The teacher attributes accurate values and importance to respective units.	The teacher <u>regularly demonstrates</u> an ability to emphasize the more critical parts of each unit.	Formal and informal observations, lesson plans, conferences, & other documentation provided by teacher, staff, parents, and students.	During a unit, the more salient points are underscored with <i>emphasis</i> and <i>time allotted</i> in instruction, activities, and assessments.

II-8	The teacher incorporates significant questioning and inquiry into his or her instruction.	The teacher <u>regularly asks</u> students <u>well-thought-out</u> questions which facilitates understanding.	Formal and informal observations, conferences, & other documentation provided by teacher, staff, parents, and students.	The teacher's queries reflect <i>careful preparation</i> , and <i>advance knowledge</i> of the student to lead them to <i>higher taxonomies</i> .
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Domain III: Instructional Resources – The teacher selects, adapts, creates, and uses rich and varied resources to enhance learning.

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III-1	The teacher accesses a wide array of resources. (BTP – 7)	There is a <u>varied</u> and <u>expansive repertoire</u> of resources <u>regularly used</u> by the teacher.	Formal and informal observations, curriculum guide revisions, lesson plans, conferences, & other documentation provided by teacher, staff, parents, and students.	The teacher's practice is <i>characterized by rich, varied, and current</i> resources available in his or her field.
III-2	The teacher effectively integrates multiple resources into the curriculum. (BTP – 7)	The teacher's <u>regular usage</u> of varied resources are <u>effectively</u> integrated into the lesson.	Formal and informal observations, conferences, & other documentation provided by teacher, staff, parents, and students.	The teacher's <i>normal</i> practice is <i>effective at translating</i> the use of multiple resources into learning.
III-3	The teacher includes multiple sources for diverse learning styles. (BTP – 2)	The teacher <u>regularly</u> includes multiple resources that <u>engage</u> diverse learners and <u>facilitate</u> learning.	Formal and informal observations, lesson plans, & other documentation provided by teacher, staff, parents, and students.	The teacher <i>appropriately</i> and <i>effectively</i> uses resources to connect to a consensus of diverse learners.
III-4	The teacher gathers and uses appropriate materials for instruction. (BTP – 2)	The teacher's selection of material is <u>appropriate</u> and <u>effective</u> according to the student's development.		The teacher provides evidence of <i>regularly</i> including resource material <i>pertinent</i> to the student's learning style and development.
III-5	The teacher's practice includes the latest advances in technology that enhances student learning. (BTP – 7)	There is <u>clear</u> support that the teacher <u>regularly</u> incorporates the latest technology in the field to enhance student learning.		The teacher <i>regularly incorporates</i> technology into his or her practice, like; advanced lab equipment, computer software, Internet, etc.

Domain IV: Student-Learner – The teacher has knowledge of child development, understands student needs, and fosters the student’s knowledge, skill, interests, aspirations, and values.

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IV-1	The teacher recognizes individual learning differences and adjusts their practice accordingly. (BTP – 2)	The teacher provides <u>unambiguous support</u> that he or she <u>regularly</u> recognizes learning differences and <u>adjusts</u> his or her practice to facilitate learning.	Formal and informal observations, lesson plans, & other documentation provided by teacher, staff, parents, and students.	The teacher provides <i>ample support</i> that <i>all</i> of his or her students have been connected with at an <i>appropriate</i> level.
IV-2	The teacher’s practice connects with each student’s learning and development. (BTP – 2)	It is <u>clearly observable</u> that the teacher has a sound grasp of developmental and learning issues, which translates into <u>effective</u> pedagogy.	Formal and informal observations, syllabi, lesson plans, grade books, journals, communication logs, & other documentation provided by the teacher, staff, parents, and students.	A body of knowledge is reflected in <i>competent instructional plans, daily decisions, and assessments</i> .
IV-3	The teacher treats students equitably.	The teacher <u>regularly engages every</u> student in an <u>equitable</u> fashion, yet one that is <u>appropriate</u> to personality differences.		The teacher’s practice does <i>not</i> engage in <i>preferential treatment, or gender, ethnic, or class bias</i> . Instead, each student is afforded <i>equitable attention, opportunities, and consequences</i> for their actions.
IV-4	The teacher’s practice extends beyond developing the cognitive capacity of the students. (BTP – 5)	It is <u>evidently observable</u> that the teacher connects with students on other levels than the purely cognitive.	Formal and informal observations, syllabi, lesson plans, grade books, journals, communication logs, & other documentation provided by the teacher, staff, parents, and students.	The teacher <i>participates in</i> activities and <i>demonstrates</i> interests in the social, emotional, and developmental needs of his or her students outside of class time.
IV-5	The teacher uses standardized tests and diagnostic data to improve student learning. (BTP – 4)	The teacher effectively utilizes available testing and diagnostic data to improve student learning.	Formal and informal observations, conferences, & other documentation provided by teacher, staff, parents, and students.	A connection is clearly made between testing data and instructional strategies that are effective in student learning.

Domain V: Learning Environment – The teacher establishes a caring, stimulating, inclusive, and safe community for learning where students take intellectual risks and work independently and collaboratively.

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V-1	The teacher maintains appropriate discipline procedures. (BTP – 5)	The teacher <u>effectively</u> constructs, communicates, and <u>consistently</u> enforces appropriate discipline procedures within the classroom.	Formal and informal observations, number and quality of referrals & demerits, & other documentation provided by teacher, staff, parents, and students.	The classroom reflects this performance by a <i>basic orderliness</i> , such that instruction is <i>unencumbered</i> to all students.
V-2	The teacher trains students in self-discipline and self-directed learning.	<u>Not overly structuring</u> the class so as to inhibit self-management, the teacher <u>effectively implements</u> procedures that foster independent learning skills.	Formal and informal observations, number and quality of referrals & demerits, & other documentation provided by teacher, staff, parents, and students.	The students demonstrate an <i>automaticity</i> in following set procedures. There is an <i>appropriate level</i> of structure to facilitate independent learning skills.
V-3	The teacher creates a climate, whereby the students actively participate in the learning process. (BTP – 5)	The teacher <u>facilitates</u> a learning environment whereby the students <u>actively participate</u> in the process. There is an <u>ease of inquiry</u> by the students.	Formal and informal observations, syllabi, lesson plans, grade books, journals, communication logs, & other documentation provided by the teacher, staff, parents, and students.	The teacher’s practice is <i>not characterized by one-way, lecture-audience</i> interaction. Instead, the practice is characterized by an <i>interactivity, query</i> and student <i>engagement</i> .
V-4	The expectations, standards, and procedures are both challenging and appropriate (BTP – 2)	The teacher <u>regularly</u> makes wise decisions regarding student behavior. Expectations <u>are developmentally appropriate</u> and <u>warranted</u> .	Formal and informal observations, conferences, number and quality of referrals & demerits, & other documentation provided by the teacher, staff, parents, and students.	The teacher’s decisions are <i>not negligent</i> or <i>slipshod</i> . The practice is <i>not arbitrary, excessively punitive</i> , given to emotional <i>outbursts, argumentation</i> , or <i>verbal abuse</i> .
V-5	The teacher redirects disruptive behavior. (BTP – 5)	The teacher <u>regularly</u> redirects disruptive behavior.	Formal and informal observations, conferences, number and quality of referrals & demerits, & other documentation provided by the teacher, staff, parents, and students.	The teacher <i>regularly</i> enforces class rules, such that <i>misbehavior</i> does <i>not influence</i> learning and development.
V-6	The teacher reinforces desired behavior. (BTP – 5)	The teacher <u>regularly</u> dispenses stimulus <u>appropriate</u> for desired behavior, which motivates students to learn.		The teacher <i>regularly</i> enforces class rules, such that <i>misbehavior</i> does <i>not influence</i> learning and development.
V-7	The teacher treats every student the same, in a positive affirming manner.	The teacher’s practice is <u>characterized by equity</u> and <u>positive, affirming</u> mannerisms in dealing with students.		The teacher forges a <i>profitable</i> and <i>mutually respectful</i> rapport with a <i>consensus</i> of the students. <i>No</i> student is <i>singled out</i> for criticism, or neglect.
V-8	The teacher manages well his or her time and materials(BTP – 1)	The teacher’s <u>practice regularly begins and ends on time</u> . He or she is <u>well-prepared</u> , and ensures that all are <u>on task</u> throughout the entire period.	Formal and informal observations, conferences, number and quality of referrals & demerits, & other documentation provided by the teacher, staff, parents, and students.	There is an <i>observable, consistent pattern</i> of the class remaining on task, throughout the entire class period.

V-9	The teacher monitors attendance.	The teacher <u>punctually</u> and <u>accurately</u> records and monitors the student's attendance.	Formal and informal observations, conferences, attendance records, & other documentation provided by teacher, staff, parents, and students.	The teacher <i>maintains accurate</i> records of student attendance, and <i>informs</i> the administration and parents <i>appropriately</i> .
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Domain VI: Meaningful Learning – The teacher requires students to confront, explore, and understand important challenging concepts, topics, and issues in purposeful ways.

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VI-1	The teacher aligns instruction. (BTP – 3)	There is <u>clear support</u> that the teacher <u>regularly interconnects</u> each part of the instruction, and all reinforces the major learning objective.	Formal and informal observations, conferences, & other documentation provided by teacher, staff, parents, and students.	A pattern of <i>well-aligned lesson plans</i> that are <i>regularly maintained</i> and <i>effectively implemented</i> by the teacher are clearly observable.
VI-2	The teacher uses appropriate sequencing. (BTP – 3)	The teacher <u>habitually follows</u> the curriculum scope and sequence, curriculum guide, and standard sequence of his or her subject matter.	Formal and informal observations, lesson plans, conferences, & other documentation provided by teacher, staff, parents, and students.	The teacher <i>observably demonstrates a deliberate routine</i> of applying the scope and sequence, curriculum guide, etc. into his or her daily practice.
VI-3	The teacher monitors student performance. (BTP – 4)	There is regularity in the teacher's practice of accurately assessing the student's work and incorporating those findings into future instruction.		It is <i>not characteristic</i> for the teacher to sit behind his or her desk, remain <i>aloof</i> or <i>disengaged</i> from the students. Instead, they <i>actively monitor</i> performance through multiple means.
VI-4	The teacher effectively reinforces learning needs of at-risk students. (BTP – 8)	The teacher <u>appropriately modifies</u> lessons to reinforce learning of at-risk students.		Using a variety of methods, the teacher provides adequate reinforcement for at-risk students. The teacher works in conjunction with special needs teachers as appropriate.
VI-5	The teacher uses appropriate plans or intervention. (BTP – 1, 8)	The teacher demonstrates deliberate plans for at-risk students that are effectively implemented.		The teacher's plans are <i>implemented</i> , and include <i>effective strategies</i> for at-risk students.
VI-6	The teacher requires high academic standards of students. (BTP – 8)	The teacher <u>regularly</u> sets instruction levels at the highest possible levels <u>commensurate</u> to the students' abilities.	Formal/informal observations, lesson plans, samples of testing data, conferences, & other documentation provided by teacher, staff, parents, and students.	The highest standards of <i>content</i> and <i>skill appropriate</i> to each particular student, are facilitated, evidenced by <i>multiple trans-classroom assessments</i> .
VI-7	The teacher empowers students to understand challenging material. (BTP – 8)	There is <u>ample support</u> that a broad cross-section of the students <u>comprehend</u> the challenging material provided by the teacher.		There is a <i>broad cross-section</i> of the students who are <i>able to perform</i> the skills required to demonstrate cognition.

VI-8	The teacher determines critical issues of a unit. (BTP – 1)	The teacher's practice <u>provides clear data</u> that he or she <u>understands</u> the critical issues of a unit, and efficaciously instructs the students.	Formal and informal observations, lesson plans, conferences, & other documentation provided by teacher, staff, parents, and students.	The teacher is <i>not</i> bogged down with <i>minutia</i> and <i>ancillary details</i> , but is able to spend the majority of instruction time <i>clearly focused</i> upon the more critical issues of a unit.
VI-9	The teacher extends learning to higher taxonomies according to child development. (BTP – 8)	The teacher <u>appropriately</u> and <u>regularly</u> extends his or her practice toward higher taxonomies.	Formal/informal observations, lesson plans, samples of testing data, conferences, & other documentation provided by teacher, staff, parents, and students.	A <i>consensus</i> of the teacher's students demonstrate significant progress in being <i>able to process higher taxonomies</i> .
VI-10	The teacher develops critical thinking and problem solving skills. (BTP – 8)	The teacher <u>regularly incorporates</u> methods that will <u>facilitate</u> critical thinking and problem solving.	Formal/informal observations, lesson plans, conferences, & other documentation provided by teacher, staff, parents, and students.	Pedagogy is <i>not</i> limited to <i>dissemination of information</i> , but <i>fosters</i> critical thinking and problem-solving.

Domain VII: Multiple Paths to Knowledge – The teacher uses a variety of approaches to help students build knowledge and strengthen understanding.

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VII-1	The teacher adjusts and adapts instruction to instruct at the ability level of each student. (BTP – 2)	The teacher <u>appropriately</u> adjusts instruction to meet the needs of a <u>wide-range</u> of learning abilities.	Formal/informal observations, lesson plans, conferences, & other documentation provided by teacher, staff, parents, and students.	Each student is being <i>fully engaged</i> at his or her level of ability.
VII-2	The teacher uses various approaches to build understanding and skill. (BTP – 2, 7)	The teacher <u>regularly utilizes</u> varied approaches to build student understanding and skill.		The teacher's practice is not limited to a single methodology (e.g. lecture), but uses <i>multiple methods</i> to address various learning aptitudes, needs, and styles.
VII-3	The teacher employs appropriate techniques to maximize student performance. (BTP – 2)	There is <u>clearly observable</u> data that the teacher <u>frequently provides</u> instructional techniques that are connected to maximizing learning outcomes.		The techniques are <i>not vague, disjointed or tangentially related</i> to the learning of the students, but are <i>focused</i> and <i>directly connected</i> to maximizing student learning.
VII-4	The teacher is self-directed, not solely relying on others, but innovatively exploring paths to knowledge until effectively connecting to student learning. (BTP – 2)	The teacher is <u>normally self-motivated</u> to find effective paths to develop student learning.	Informal observations, lesson plans, conference, & other documentation provided by teacher, staff, parents, and students.	The teacher does <i>not</i> require a lot of <i>outside stimulus</i> to pursue professional practice, instead he or she is <i>self-motivated</i> .

Domain VIII: Social Development – The teacher fosters the student’s self-awareness, self-esteem, character, civic responsibility, and respect for diverse individuals and groups.

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VIII-1	The teacher enforces the campus discipline policies and procedures. (BTP – 11)	The teacher <u>regularly</u> and <u>appropriately</u> enforces campus policies and procedures, fostering respect for law and order.	Formal and Informal observations, conferences, & other documentation provided by teacher, staff, parents, and students.	The teacher is <i>not selective</i> in enforcement, but <i>consistently enforces all</i> school policies and procedures with every student on campus.
VIII-2	The teacher creates an inclusive environment. (BTP – 5)	The teacher <u>purposively</u> and <u>effectively</u> works to create an inclusive environment.	Formal and Informal observations, conferences, parent conferences, & other documentation provided by teacher, staff, parents, and students.	No student is <i>marginalized, ignored, unengaged, ostracized, or belittled</i> . Instead, the teacher’s classroom environment is <i>characterized by</i> an inclusive involvement of all students.
VIII-3	The teacher enables students to become socially responsible.	It is <u>clearly observable</u> that the teacher <u>facilitates</u> student progress toward social responsibility.	Formal and Informal observations, conferences, parent conferences, & other documentation provided by teacher, staff, parents, and students.	The teacher <i>regularly and effectively fosters</i> personal responsibility through <i>word and example</i> .
VIII-4	The teacher maintains a learning environment whereby each student’s self-worth is enriched. (BTP – 5)	The teacher’s practice <u>regularly encourages</u> the student’s sense of self-worth.	Formal and Informal observations, conferences, & other documentation provided by teacher, staff, parents, and students.	The teacher’s practice is <i>characterized by</i> enriching the students’ self-worth.
VIII-5	The teacher fosters self-awareness, character, and spiritual values.	The teacher <u>regularly engages</u> students in self-awareness, character, and spiritual values as needed and appropriate.		The teacher’s practice <i>effectively enriches</i> student self-awareness, character, and spiritual values.

Domain IX: Assessments – The teacher employs a variety of assessment methods to obtain useful information about student learning and development and to assist students in reflecting on their own progress.

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IX-1	The teacher modifies and adapts assessments to accurately reflect student learning. (BTP – 4)	The teacher’s practice demonstrates <u>regular, appropriate</u> adjustments in assessments to meet the needs of a <u>wide-range</u> of learning abilities.	Formal/informal observations, lesson plans, conferences, & other documentation provided by teacher, staff, parents, and students.	Each student is being <i>accurately assessed comparable</i> to his or her level of ability.

IX-2	The teacher monitors assessments. (BTP – 4)	The teacher provides <u>pro-active, regular</u> supervision of student performance, to ensure accurate assessment.	Formal/informal observations, lesson plans, conferences, & other documentation provided by teacher, staff, parents, and students.	The teacher provides <i>adequate supervision and assistance</i> to ensure <i>accurate</i> assessment of student performance.
IX-3	The teacher uses appropriate assessments. (BTP – 4)	The teacher <u>habitually</u> constructs criterion-referenced assessments that <u>correspond</u> to major learning objectives and student development.		The teacher <i>avoids cavalier, unreflective</i> procedures, but <i>carefully reflects</i> on student performance, and adjusts instruction accordingly.
IX-4	The teacher's assessments and instruction are aligned. (BTP – 4)	The teacher <u>routinely ensures</u> that the instruction tightly connects with the assessments.		Tests <i>accurately</i> reflect the instruction, and provide <i>correct</i> feedback as to the student's cognition.
IX-5	Assessments, constructed by the teacher, reinforce learning. (BTP – 4)	The teacher <u>carefully crafts</u> each assessment with regularity, so as to reinforce learning.	Formal/informal observations, samples of assessment instruments, conferences, & other documentation provided by teacher, staff, parents, and students.	Assessments are <i>not characterized by unrelated or tangential</i> information, but <i>deliberately</i> unearth the <i>core concepts</i> needing to be reinforced.
IX-6	The teacher provides constructive feedback in a timely manner. (BTP – 4)	The teacher <u>regularly</u> and <u>effectively</u> reinforces learning in light of assessments.		The teacher <i>construct procedures and methods</i> by which a <i>consensus</i> of students will receive <i>constructive</i> feedback base upon learning assessments.
IX-7	The teacher provides opportunities for relearning and re-evaluation as appropriate. (BTP – 7, 10)	The teacher provides clear evidence that he or she <u>regularly</u> and <u>appropriately</u> provides opportunities for relearning and re-evaluation.		<i>Regular</i> opportunities are afforded the students for relearning and re-evaluating their own performance.
IX-8	The teacher employs a variety of assessment methods to obtain information about student learning and development. (BTP – 2, 4)	The teacher <u>purposely</u> and <u>regularly</u> utilizes <u>varied</u> assessment methods to obtain information about student learning and development.		The teacher does <i>not</i> rely on a <i>single</i> assessment <i>method</i> , but <i>varies</i> them to obtain <i>accurate</i> data about student learning and development.

Domain X: Reflective Practice – The teacher employs regular self-analysis, evaluation, and ways to strengthen the effectiveness and quality of his or her own progress.

Performance at the “Accomplished” level MAY be inferred for a criterion if 56% of the criteria in the Domain ARE documented at the “Proficient” or “Accomplished” Levels and NO criteria are documented at “Little to No Data”.

	Evaluation Criteria “Accomplished” Standard	Scoring Indicators “Accomplished” Standard Benchmark	Verification/Documentation “Accomplished” Standard	Quantity and Quality Key Words/Concepts
X-1	The teacher maintains professional growth, by reading and studying subject specific and trade material. (BTP – 11)	It is <u>clearly observable</u> that the teacher is growing professionally by reading and studying subject specific and trade material.	Informal observations, lesson plans, journals, conferences, & other documentation provided by teacher, staff, parents, and students.	The teacher makes <i>periodic oral</i> and/or <i>written references</i> to subject-specific reading and/or studying and how it is impacting his or her teaching practice.
X-2	The teacher adjusts, expands, and improves his or her practice from year to year.	The teacher <u>regularly</u> makes <u>observable incremental</u> adjustments, expansions of, and improvements to his or her practice from year to year.		There are <i>expansive</i> methods employed, as well as <i>depth</i> of subject-specific knowledge being <i>regularly incorporated</i> into the teacher's practice.

X-3	The teacher keeps abreast of the technological advancements in his or her respective field. (BTP – 9, 11)	The teacher <u>clearly demonstrates</u> an expanding knowledge of current technology in his or her field.	Formal/informal observations, lesson plans, journals, conferences, & other documentation provided by teacher, staff, parents, and students.	The teacher <i>regularly</i> and <i>appropriately</i> utilizes the latest technology to enhance student learning.
X-4	The teacher analyzes, evaluates and strengthens his or her own practice.	The teacher <u>systematically and appropriately uses</u> proven analysis, evaluation techniques to strengthen his or her own practice.	Informal observations, lesson plans, journals, conferences, & other documentation provided by teacher, staff, parents, and students.	It is <i>clearly visible</i> that improvements in the teacher's practice are the <i>result</i> of analysis or evaluation on their part.
X-5	The teacher demonstrates careful reflection in his or her lesson plans. (BTP – 1)	The teacher <u>regularly demonstrates careful</u> reflection in his or her lesson plans.	Lesson plans, journals, conferences, & other documentation provided by teacher, staff, parents, and students.	<i>Well-developed lesson plans</i> are <i>regularly maintained</i> by the teacher. They include <i>fitting annotations</i> that demonstrate reflective practice.
X-6	The teacher solicits input from supervisors and/or colleagues. (BTP – 11)	The teacher <u>recurrently, as appropriate,</u> solicits input from supervisors and/or colleagues.	Journals, conferences, & other documentation provided by teacher, faculty, staff, parents, and students.	The teacher does <i>not unnecessarily encumber</i> others with issues tangential to student learning, however he or she solicits <i>quality</i> input from supervisors/colleagues.
X-7	The teacher assimilates input into his or her practice. (BTP – 11)	The teacher's <u>common practice</u> to <u>effectively assimilate</u> of collegial input into his or her practice.	Formal/informal observations, lesson plans, journals, conferences, & other documentation provided by teacher, faculty, staff, parents, and students.	The teacher does <i>not haphazardly</i> try to implement everything suggested by his or her peers, however he or she <i>integrates</i> the counsel that <i>genuinely enhances</i> student learning and development.

Domain XI: Family Partnerships – The teacher works with families to achieve common goals for the education of their children.

Performance at the “Accomplished” level MAY be inferred for a criterion if 65% of the criteria in the Domain ARE documented at the “Proficient” or “Accomplished” Levels and NO criteria are documented at “Little to No Data”.

	Evaluation Criteria “Accomplished” Standard	Scoring Indicators “Accomplished” Standard Benchmark	Verification/Documentation “Accomplished” Standard	Quantity and Quality Key Words/Concepts
XI-1	The teacher creates two-way interactive communication with primary caregivers. (BTP – 11)	The teacher <u>regularly</u> and <u>effectively facilitates</u> two-way <u>interactive</u> communication with primary caregivers.	Communication logs, conferences, & other documentation provided by teacher, faculty, staff, parents, and students.	The practice goes <i>beyond</i> being <i>informative</i> . It is <i>characterized</i> by two-way interactivity with primary caregivers, and <i>all</i> parents/caregivers are fully engaged.
XI-2	The teacher facilitates creative ways for parents/caregivers to become valued partners in the learning process. (BTP – 11)	The teacher <u>habitually engages</u> parents, and/or primary caregivers, as valued partners in the learning process.		The teacher <i>treats</i> parents and caregivers as valued partners. Communication is focused on significant learning issues and not limited to <i>procedural</i> or <i>informational</i> data.

XI-3	The teacher goes beyond school requirements to facilitate partnerships between parents/caregivers and the school. (BTP – 11)	The teacher <u>regularly goes beyond</u> school requirements to facilitate partnerships between parents, and/or primary caregivers, and the school.	Communication logs, conferences, & other documentation provided by teacher, faculty, staff, parents, and students.	The teacher's practice is <i>not limited</i> to campus policies, expectations, or <i>directives</i> . He or she is <i>pro-active</i> , <i>going beyond</i> school requirements to facilitate partnerships between parents/caregivers and the school.
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Domain XII: Collaboration with Colleagues – Work with colleagues to improve schools and to advance knowledge and practice in their field.

Performance at the “Accomplished” level MAY be inferred for a criterion if 60% of the criteria in the Domain ARE documented at the “Proficient” or “Accomplished” Levels and NO criteria are documented at “Little to No Data”.

	Evaluation Criteria “Accomplished” Standard	Scoring Indicators “Accomplished” Standard Benchmark	Verification/Documentation “Accomplished” Standard	Quantity and Quality Key Words/Concepts
XII-1	The teacher observes school policies, procedures, and legal requirements. (BTP – 11)	The teacher <u>consistently observes</u> school policies, procedures, and legal requirements.	Formal/informal observations, lesson plans, journals, conferences, & other documentation provided by teacher, faculty, staff, parents, and students.	The teacher <i>consistently observes</i> and <i>enforces</i> school policies, procedures, and legal requirements.
XII-2	The teacher observes verbal and written directives by supervisors. (BTP – 11)	The teacher <u>consistently observes</u> verbal and written directives from supervisors.		The teacher <i>consistently observes</i> , and <i>enforces</i> verbal and written directives by supervisors.
XII-3	The teacher works with administration and colleagues, enhancing the school-wide learning environment & improvement. (BTP – 11)	The teacher works <u>collaboratively</u> and <u>effectively</u> with administration and colleagues, enhancing the school-wide learning environment.	Formal/informal observations, lesson plans, journals, conferences, journals, & other documentation provided by teacher, faculty, staff, parents, and students.	The teacher takes a <i>pro-active</i> role in creating <i>synergistic</i> relationships with colleagues, enhancing the school-wide learning environment.
XII-4	The teacher facilitates mentoring relationships with colleagues. (BTP – 11)	The teacher <u>actively</u> works to facilitate mentoring relationships with colleagues.	Formal/informal observations, conferences, & other documentation provided by teacher, faculty, staff, parents, and students.	The teacher <i>regularly participates</i> in mentoring relationships with colleagues.
XII-5	The teacher networks to create a synergy of teamwork relationships. (BTP – 11)	The teacher <u>effectively</u> networks to create a synergy of teamwork relationships		The teacher <i>effectively</i> networks with two or more colleagues to create a <i>synergy</i> of teamwork relationships.

SCORING INDICATORS GUIDE

BENCHMARKS

Domain I: Christian Worldview – The teacher interprets the subject matter, the student, and the teaching process in light of authentic Christian presuppositions derived from his or her knowledge of the Bible as the word of God.

Performance at the “Accomplished” level MAY be inferred for a criterion if 65% of the criteria in the Domain ARE documented at the “Proficient” or “Accomplished” Levels and NO criteria are documented at “Limited” or “Little to No Data”.

	Scoring Indicators “Proficient” Standard	Scoring Indicators “Accomplished” Standard	Scoring Indicators “Limited” Standard	Scoring Indicators “Little to No Data” Standard
I-1	The teacher provides <u>clear, consistent, exemplary support</u> of an expansive knowledge of Christian material through study, which translates into a progressive Christian teaching practice.	The teacher provides <u>clear support</u> of an expansive knowledge of Christian material through study, which translates into a progressive Christian teaching practice.	<u>Unclear support</u> has been provided of an expansive knowledge of Christian material through study. <u>Some connection</u> of Christian studies to teaching practice observable. <u>Undue</u> inference must be made to determine performance.	The teacher has provided <u>little to no observable data</u> of knowledge of Christian material, which translates into a progressive Christian teaching practice.
I-2	The teacher <u>seamlessly</u> and <u>authentically weaves</u> the Christian worldview into the curriculum. He or she <u>naturally interprets</u> the subject through the lens of a Christian paradigm.	The teacher does not artificially “force” these beliefs into the curriculum, but <u>naturally interprets</u> the subject through the lens of a Christian paradigm.	Natural connections between instruction and Christian beliefs are either <u>not identified</u> , or are <u>disjointed</u> with the instruction. Data is <u>unclear</u> , minor indication hints at performance.	The teacher provides <u>little or no observable data</u> of teaching practice integrating Christian worldview into the curriculum, or <u>naturally interpreting</u> the subject through the lens of a Christian paradigm.
I-3	The teacher <u>consistently attends</u> chapel services, faculty prayer and/or devotion times, exhibiting <u>active</u> participation therein. The teacher <u>consistently</u> treats others with the <u>highest</u> Christian ethics. He or she <u>goes beyond</u> school expectations to enhance the spiritual environment	The teacher <u>regularly attends</u> chapel services, faculty prayer and/or devotion times, exhibiting participation therein. The teacher <u>normally</u> treats others with <u>Christian ethics</u> .	There may be a hint of accomplishment, but <u>limited data</u> provided so as to determine. The teacher <u>may attend</u> required chapel services, faculty prayer and/or devotion times. Ethical practices <u>unclear</u> .	There is <u>little to no data</u> provided to determine attendance. Data indicates occasional <u>lapses in ethical practices</u> toward supervisors, colleagues, and/or students.
I-4	The teacher <u>pro-actively, consistently facilitates</u> Christian ministry to the students using basic skills. <u>Going beyond</u> school expectations, he or she <u>teams</u> with other faculty/staff to maximize student growth.	There is <u>clear support</u> that the teacher <u>facilitates</u> Christian ministry to the students using basic skills (Biblical knowledge, prayer, cooperation with campus minister...)	There is <u>unclear support</u> that the teacher facilitates Christian ministry to the students using basic skills. Reasonable inference must be made to determine performance.	<u>Little to no observable data</u> has been provided by the teacher, that they facilitate Christian ministry to the students using basic skills.
1-5	The teacher <u>effectively</u> includes the Christian paradigm in construction of various assessments. He or she <u>seamlessly weaves</u> the <u>critical</u> issues of the Christian faith into the assessment.	The teacher <u>appropriately and effectively includes</u> the Christian paradigm in construction of various assessments.	There is <u>unclear support</u> that the teacher includes the Christian paradigm in construction of various assessments. <u>Ancillary</u> issues are included, or <u>unrelated connections</u> are made between the paradigm and instruction.	The teacher has provided <u>little to no data</u> to support that they provide reference to a Christian paradigm in construction of various assessments.

1-6	The teacher <u>clearly, consistently, and richly enables</u> students to understand important issues pertaining to the Christian faith in connection with the subject matter, <u>enabling</u> them to <u>intelligently contrast</u> them with those of opposing views.	It is <u>clearly observable</u> that the teacher <u>enables</u> students to understand important issues pertaining to the Christian faith as relates to his or her subject matter, and <u>enables</u> them to <u>intelligently contrast</u> them with those of opposing views.	It is <u>unclear</u> that the teacher <u>enables</u> students to understand important issues pertaining to the Christian faith. It is <u>unclear</u> as to the <u>connection</u> of these critical issues to the subject matter. It is <u>unclear</u> as to any <u>outcomes</u> of enabling students to contrast opposing views.	There is <u>little to no data</u> that the teacher <u>enables</u> students to understand important issues of the faith, or contrast them with those of opposing views. Practice provides a <u>tangential</u> relation between Christianity and the subject matter.
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Domain II: Subject Matter – The teacher draws on his or her knowledge of the subject matter to establish goals and facilitate student learning within and across the disciplines comprised in the curriculum.

Performance at the “Accomplished” level MAY be inferred for a criterion if 75% of the criteria in the Domain ARE documented at the “Proficient” or “Accomplished” Levels and NO criteria are documented at “Limited” or “Little to No Data”.

	Scoring Indicators “Proficient” Standard	Scoring Indicators “Accomplished” Standard	Scoring Indicators “Limited” Standard	Scoring Indicators “Little to No Data” Standard
II-1	The teacher provides <u>clear, consistent, and convincing evidence</u> of being able to effectively implement <u>clear</u> goals and objectives in compliance with appropriate taxonomy.	The teacher provides <u>clear evidence</u> of effectively implementing <u>clear</u> goals and objectives in compliance with developmentally appropriate taxonomy.	There is <u>unclear input</u> to ascertain. There may be a <u>hint</u> at accomplishment. Goals/ objectives may be <u>unclear</u> . There is <u>ambiguity</u> as to implementing appropriate taxonomies.	There is <u>little to no data</u> observed of effectively implementing <u>clear</u> goals and objectives in compliance with appropriate taxonomies.
II-2	The data provided indicates that the teacher’s subject knowledge enables him or her to <u>consistently</u> implement a <u>highly interactive, student-oriented</u> pedagogy.	The teacher’s knowledge of the subject enables him or her to <u>maintain a practice</u> of pedagogy that is student-oriented, rather than subject-oriented.	There is a <u>lack of clarity</u> of whether the practice is student-oriented. It may be more characterized by <u>subject-orientation</u> rather than a student-oriented practice.	The information provided reflects that the teacher’s practice is more <u>subject-oriented</u> , perhaps dominated by <u>passive</u> learning and <u>lecture only</u> . Or, <u>little to no data</u> was observed.
II-3	There is clear and convincing data that the teacher <u>consistently</u> translates his or her subject knowledge to the developmental level.	The teacher provides <u>clear data</u> of an ability to <u>consistently translate</u> his or her subject knowledge to developmental level	<u>Input</u> is <u>unclear</u> . There may be some indication of an ability to <u>translate</u> subject knowledge to developmental level, but requires inference to determine.	There is <u>little to no data</u> observed of consistently translating his or her subject knowledge to developmental level.
II-4	The teacher’s command of the subject <u>consistently</u> demonstrates <u>rich and varied</u> motivational strategies to facilitate student learning.	By virtue of the teacher’s command of the subject, he or she <u>regularly demonstrates</u> motivational strategies to facilitate student learning.	The data is unclear or indicates the teacher’s subject knowledge <u>sporadically demonstrates</u> motivational strategies to facilitate student learning.	There is <u>little to no data</u> to demonstrate that the teacher has sufficient subject knowledge as to motivate and facilitate student learning.
II-5	The teacher’s <u>mastery</u> of the parts of instruction enables them to <u>tightly weave</u> the parts of the practice to significant learning objectives, such that ; there is a seamless integration of each part <u>reinforcing</u> the other.	The teacher’s knowledge of the component parts of instruction enables them to <u>weave</u> the parts of the practice to <u>significant</u> learning objectives such that the instruction, group activity, individual work, outside reinforcement, and assessment <u>reinforces</u> each other.	The data indicates that the parts of the practice are <u>loosely-related</u> . <u>Uncertainty</u> as to the teacher’s knowledge of relationships of objectives, instruction, group activity, individual work, outside reinforcement, and assessment to each other.	<u>Minimal data</u> provided that the teacher connects the parts of the practice. <u>Little to no observable</u> relationship of objectives, instruction, group activity, individual work, outside reinforcement, and assessment.

II-6	There is <u>clear</u> and <u>convincing</u> support that the teacher <u>appropriately</u> and <u>consistently</u> <u>moderates</u> the rate by which the class progresses to <u>maximize</u> student learning. In addition, he or she sequences the material to <u>maximize comprehension</u> .	There is <u>clear support</u> that the teacher <u>appropriately moderates</u> the rate by which the class progresses through the curriculum to maximize student learning. In addition, he or she sequences the material to <u>enlarge comprehension</u> .	There is a <u>lack of clarity</u> provided as to whether the teacher appropriately moderates the rate by which the class progresses. Or, the primary data provided shows that the sequencing is <u>limited</u> to textbook material.	There is <u>little to no data</u> provided as to whether the teacher appropriately moderates the rate by which the class progresses. Or, <u>little to no</u> facts are provided that shows sequencing.
II-7	The data indicates that the teacher <u>purposefully</u> and <u>consistently</u> demonstrates an ability to emphasize the more critical parts of each unit.	The teacher <u>regularly demonstrates</u> an ability to emphasize the more critical parts of each unit.	The input is <u>vague</u> as to the ability and/or regularity by which the teacher emphasizes the more critical parts of each unit.	Minute input was provided as to the teacher's ability and/or regularity of emphasizing the more critical parts of each unit.
II-8	The teacher <u>consistently asks</u> students <u>well-thought-out</u> , and <u>well-planned</u> questions that facilitate understanding.	The teacher <u>regularly asks</u> students <u>well-thought-out</u> questions which facilitates understanding.	The observation is <u>unclear</u> . <u>Limited evidentiary support</u> regarding regularity of questions. Limited data of relationship of specific objectives, planning, to questions that facilitate understanding.	Little to no support regarding regularity of questions. Little data provided of relationship of specific objectives, planning, to questions that facilitate understanding.

Domain III: Instructional Resources – The teacher selects, adapts, creates, and uses rich and varied resources to enhance learning.

Performance at the “Accomplished” level MAY be inferred for a criterion if 65% of the criteria in the Domain ARE documented at the “Proficient” or “Accomplished” Levels and NO criteria are documented at “Limited” or “Little to No Data”.

	Scoring Indicators “Proficient” Standard	Scoring Indicators “Accomplished” Standard	Scoring Indicators “Limited” Standard	Scoring Indicators “Little to No Data” Standard
III-1	The data indicates a <u>rich, varied, and expansive</u> repertoire of resources is <u>consistently</u> used by the teacher.	There is a <u>varied</u> and <u>expansive repertoire</u> of resources <u>regularly used</u> by the teacher.	<u>Limited</u> support was provided as to the <u>variety</u> or <u>extensive repertoire</u> of resources are used by the teacher. Or, regularity unknown.	<u>Little to no data</u> provided as to the variety or progressive use of resources. Input indicates only <u>periodic use</u> by the teacher.
III-2	The data gathered indicates that the teacher <u>consistently</u> uses varied resources, that <u>effectively impacts</u> student learning, and is <u>integrally integrated</u> into the lesson.	The teacher's <u>regular usage</u> of varied resources are <u>effectively</u> integrated into the lesson.	Either there is <u>limited information</u> as to the effectiveness or appropriateness of the use of resources to impact student learning, minimal resources were used, or only tangential connection to the lesson.	There is <u>little to no information</u> as to the variety, effectiveness, or appropriateness of the use of resources to impact student learning.
III-3	The teacher <u>consistently</u> includes multiple resources that <u>significantly engages</u> diverse learners and <u>facilitates</u> instruction.	The teacher <u>regularly includes</u> multiple resources that <u>engage</u> diverse learners and <u>facilitate</u> learning.	<u>Limited data</u> observed as to the regularity, variety, level of engagement with diverse learners and facilitation of learning.	<u>Little to no data</u> provided, practice requires significant inference, or <u>deficient</u> level of inclusion of resources that <u>engage</u> diverse learners, unsure as to <u>facilitation</u> of learning.
III-4	The teacher's selection of material is <u>well-targeted</u> , <u>consistently implemented</u> and <u>effective</u> for the student's development.	The teacher's selection of material is <u>appropriate</u> and <u>effective</u> according to the student's development.	<u>Ambiguity</u> of data provided as to the appropriateness and/or effectiveness of the teacher's selection of material to interact with the student's development.	<u>Little to no data</u> provided, or the teacher's selection of material is <u>inappropriate</u> and/or <u>ineffective</u> for the student's development.

III-5	There is <u>clear, consistent, and convincing support</u> that the teacher <u>consistently</u> incorporates the latest technology in the field to enhance student learning.	There is <u>clear</u> support that the teacher <u>regularly</u> incorporates the latest technology in the field to enhance student learning.	Data provided is <u>unclear</u> as to the use of technology to enhance student learning, or <u>limited</u> use of technology is evidenced.	There is <u>little to no data</u> provided as to the use of technology to enhance student learning, or <u>little to no use</u> of the latest technology is evidenced.
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Domain IV: Student-Learner – The teacher has knowledge of child development, understands student needs, and fosters the student’s knowledge, skill, interests, aspirations, and values.

Performance at the “Accomplished” level MAY be inferred for a criterion if 75% of the criteria in the Domain ARE documented at the “Proficient” or “Accomplished” Levels and NO criteria are documented at “Limited” or “Little to No Data”.

	Scoring Indicators “Proficient” Standard	Scoring Indicators “Accomplished” Standard	Scoring Indicators “Limited” Standard	Scoring Indicators “Little to No Data” Standard
IV-1	The teacher provides <u>clear and convincing support</u> that he or she <u>consistently</u> recognizes learning differences and adjusts his or her practice to facilitate learning.	The teacher provides <u>unambiguous support</u> that he or she <u>regularly</u> recognizes learning differences and <u>adjusts</u> his or her practice to facilitate learning.	There is <u>limited or unclear support</u> that the teacher recognizes learning differences and adjusts his or her practice to facilitate effective learning.	There is <u>little to no support</u> that the teacher recognizes learning differences and adjusts his or her practice to facilitate effective learning. Little to no indications that there is consideration for learning differences.
IV-2	There is <u>clear and convincing support</u> that the teacher has a sound grasp of developmental and learning issues, which translates into <u>significant</u> student learning.	It is <u>clearly observable</u> that the teacher has a sound grasp of developmental and learning issues, which translates into <u>effective</u> pedagogy.	Practice is <u>limited or unclear data</u> observed that the teacher has a sound grasp of developmental and learning issues. Translation of this knowledge into effective pedagogy is limited or unknown.	Practice shows <u>little to no data</u> that the teacher has a sound grasp of developmental and learning issues. Translation of this knowledge into effective pedagogy is <u>unknown</u> .
IV-3	The teacher’s practice is <u>consistently equitable</u> in dealing with students, as well as curricular issues.	The teacher <u>regularly engages every</u> student in an <u>equitable</u> fashion, yet one that is <u>appropriate</u> to personality differences.	There is <u>limited or unclear data</u> provided that the teacher treats all students equitably.	There is <u>little to no data</u> provided that teacher treats all students equitably. Corroborated reports show <u>inequities</u> in applying curricular issues.
IV-4	The teacher demonstrates <u>consistent evidence</u> of connecting with students on other levels than the purely cognitive. Highly interactive with students outside of class, or assigned duties.	It is <u>evidently observable</u> that the teacher connects with students on other levels than the purely cognitive.	Practice is characterized by <u>limited or sporadic interaction</u> with students outside of class, or assigned duties. <u>Unclear data</u> provided of connecting with students other levels than the purely cognitive.	Practice characterized by <u>little to no interaction</u> with students outside of class, or assigned duties. <u>Little to no data</u> provided of connecting with students on other levels than the purely cognitive.
IV-5	There is <u>clear and convincing data</u> provided that the teacher <u>consistently and effectively</u> utilizes available testing and diagnostic data to improve student learning.	The teacher <u>effectively</u> utilizes available testing and diagnostic data to <u>improve</u> student learning.	There is <u>limited information</u> observed indicating that the teacher effectively utilizes available testing and diagnostic data.	There is <u>little to no information</u> observed indicating that the teacher effectively utilizes available testing and diagnostic data.

Domain V: Learning Environment – The teacher establishes a caring, stimulating, inclusive, and safe community for learning where students take intellectual risks and work independently and collaboratively.

Performance at the “Accomplished” level MAY be inferred for a criterion if 75% of the criteria in the Domain ARE documented at the “Proficient” or “Accomplished” Levels and NO criteria are documented at “Limited” or “Little to No Data”.

	Scoring Indicators “Proficient” Standard	Scoring Indicators “Accomplished” Standard	Scoring Indicators “Limited” Standard	Scoring Indicators “Little to No Data” Standard
V-1	There is <u>clear and convincing support</u> provided that the teacher effectively constructs, communicates, and consistently enforces appropriate discipline procedures within the classroom.	The teacher <u>effectively</u> constructs, communicates, and <u>consistently</u> enforces appropriate discipline procedures within the classroom.	There is <u>limited warranty</u> to determine that the teacher constructs, communicates, and <u>consistently</u> enforces appropriate discipline procedures within the classroom.	There is <u>little to no data</u> gathered to determine that the teacher constructs, communicates, and consistently enforces appropriate discipline procedures within the classroom.
V-2	<u>Minimally</u> structures the class to effectively foster self-management. The teacher <u>consistently</u> implements a discipline plan that facilitates self-discipline.	Not <u>overly</u> structuring the class so as to inhibit self-management, the teacher <u>effectively</u> implements procedures that foster independent learning skills.	There is <u>unclear data</u> provided to determine if the teacher facilitates self-management. Or, the data indicates <u>moderate, sporadic</u> or some implementation of a discipline plan that facilitates self-discipline.	There is <u>little to no observable data</u> provided to determine if the teacher facilitates self-management. Or, the data indicates <u>overly structured, or ineffective implementation</u> of a discipline plan that facilitates self-discipline.
V-3	The teacher <u>consistently</u> facilitates a learning environment whereby the students actively participate in the process. There is a <u>wealth of significant inquiry</u> by the students.	The teacher <u>facilitates</u> a learning environment whereby the students <u>actively participate</u> in the process. There is an <u>ease of inquiry</u> by the students.	The data is <u>limited</u> as to the teacher facilitating a learning environment whereby the students actively participate in the process. Or, the information suggests <u>minimal, restrained inquiry</u> by the students.	The data is <u>sketchy</u> as to the teacher facilitating a learning environment whereby the students actively participate in the process. Or, the information suggests <u>little to no inquiry</u> by the students.
V-4	<u>Ample evidence</u> is provided that teacher consistently makes wise decisions regarding student behavior. Expectations are <u>developmentally appropriate</u> and <u>warranted</u> .	The teacher <u>regularly</u> makes wise decisions regarding student behavior. Expectations are <u>developmentally appropriate</u> and <u>warranted</u> .	There is <u>limited information</u> to determine the effectiveness of decisionmaking regarding student behavior. <u>Occasional</u> expectations may tend <u>not</u> to be <u>developmentally appropriate</u> or <u>warranted</u> .	There is <u>little to no data</u> provided to determine. There may be excessive office referrals, overly <u>punitive</u> or <u>permissive</u> consequences implemented, <u>failure to follow school discipline plan</u> , et al.
V-5	<u>Clear and convincing</u> data provided to determine that the teacher <u>consistently</u> <u>redirects</u> disruptive behavior.	The teacher <u>regularly</u> redirects disruptive behavior.	<u>Limited data</u> acquired to determine level of redirection of disruptive behavior. Or, data gathered indicates <u>sporadic</u> use of redirection.	<u>Little or no data</u> acquired that demonstrates the teacher redirects disruptive behavior.
V-6	<u>Clear and convincing data</u> provided that the teacher <u>consistently</u> dispenses stimulus appropriate for desired behavior, which <u>motivates</u> students to learn.	The teacher <u>regularly</u> dispenses stimulus <u>appropriate</u> for desired behavior, which motivates students to learn.	<u>Limited information</u> acquired, performance unknown. Or, performance indicates <u>intermittent application</u> of dispensing stimulus appropriate for desired behavior, which motivates students to learn.	There is <u>little to no data</u> provided to determine. Or, the stimulus observed is <u>inappropriate</u> to the misbehavior.
V-7	The teacher <u>consistently</u> dispenses stimulus to every student in an <u>equitable</u> manner, yet one that is <u>appropriate</u> to personality differences.	The teacher’s practice is <u>characterized by equity</u> and <u>positive, affirming</u> mannerisms in dealing with students.	Information is <u>limited</u> as to the scope, equity, or appropriateness of the teacher’s practice in engaging students. Possible hint at accomplishment, but inconclusive.	<u>Little to no information</u> provided as to the scope, equity, or appropriateness of the teacher’s practice in engaging students. Or, <u>periodic lapses</u> in equitable and appropriate treatment of students.

V-8	The teacher's practice <u>consistently</u> begins and ends on time, he or she ensures that students are <u>on task</u> throughout the entire period.	The teacher's <u>practice regularly begins and ends on time</u> . He or she is <u>well-prepared</u> , and ensures that all are <u>on task</u> throughout the entire period.	The facts gathered are <u>limited</u> so as to determine punctuality or task management throughout the entire period.	<u>Little to no data</u> provided so as to determine. <u>Occasions of failure</u> to begin or end on time, or that the students are not on task throughout the entire period.
V-9	The teacher provides data of <u>consistently</u> keeping records in a <u>punctual</u> and <u>accurate</u> fashion, and <u>monitors</u> the student's attendance.	The teacher <u>punctually</u> and <u>accurately</u> records and monitors the student's attendance.	There are <u>limited facts</u> observed to ascertain the teacher's performance. Punctuality and accuracy of records, and/or monitoring the student's attendance <u>more often than not</u> .	There is <u>little to no information</u> observed to ascertain the teacher's performance. Data regarding punctuality and accuracy of records, and/or monitoring the student's attendance shows <u>infrequency</u> .

Domain VI: Meaningful Learning – The teacher requires students to confront, explore, and understand important challenging concepts, topics, and issues in purposeful ways.

Performance at the “Accomplished” level MAY be inferred for a criterion if 72% of the criteria in the Domain ARE documented at the “Proficient” or “Accomplished” Levels and NO criteria are documented at “Limited” or “Little to No Data”.

	Scoring Indicators “Proficient” Standard	Scoring Indicators “Accomplished” Standard	Scoring Indicators “Limited” Standard	Scoring Indicators “Little to No Data” Standard
VI-1	There is <u>clear support</u> that the teacher consistently interconnects each part of the instruction in a <u>tightly-woven tapestry</u> , and <u>all parts reinforce</u> the major learning objective.	There is <u>clear support</u> that the teacher regularly interconnects each part of the instruction, and all reinforces the major learning objective.	There is <u>limited support</u> that the teacher interconnects each part of the instruction, in such a way that each part connects with the other, and all reinforces the major learning objective.	There is <u>little to no support</u> that the teacher connects each part of the instruction. <u>Some</u> connection may be observed, but it is <u>unrelated</u> to the major learning objective.
VI-2	The teacher <u>consistently</u> follows the curriculum scope and sequence, curriculum guide, and standard sequence of his or her subject matter.	The teacher <u>habitually follows</u> the curriculum scope and sequence, curriculum guide, and standard sequence of his or her subject matter.	There is <u>limited data</u> to indicate the regularity he or she follows the curriculum scope and sequence, curriculum guide, and standard sequence of his or her subject.	There is <u>little to no data</u> to indicate the regularity of following the scope and sequence, guide, and/or standards of his or her subject. Practice may indicate a <u>minimal application</u> or <u>little to no relation</u> to these sources.
VI-3	There is <u>consistency</u> in the teacher's practice of <u>accurately assessing</u> the student's work and incorporating those findings into future instruction.	There is <u>regularity</u> in the teacher's practice of accurately assessing the student's work and incorporating those findings into future instruction.	There is <u>limited information</u> provided. Or, there is an <u>irregularity</u> in the teacher's practice, of accurately assessing the student's work and incorporating those findings into future instruction.	There is <u>little to no information</u> provided. Or, the teacher observed provides <u>minimal application</u> of accurately assessing the student's work and incorporating those findings into future instruction.
VI-4	There is <u>clear and convincing support</u> that the teacher <u>appropriately</u> modifies lessons to reinforce learning of at-risk students.	The teacher <u>appropriately modifies</u> lessons to reinforce learning of at-risk students.	There is unclear support that the teacher <u>appropriately modifies</u> lessons to reinforce learning of at-risk students. Or, moderate use of modification for these students is evidenced.	There is <u>little to no support</u> that the teacher appropriately modifies lessons to reinforce learning of at-risk students. Or, <u>sporadic</u> use of modification for these students.

VI-5	The teacher's practice provides <u>consistent data</u> that he or she <u>effectively</u> implements plans for at-risk students.	The teacher <u>regularly</u> demonstrates <u>deliberate</u> plans for at-risk students that are <u>effectively</u> implemented.	The observation provides <u>unclear data</u> that he or she implements plans for at-risk students, or that these are effective. Or, data shows implementation is <u>moderate</u> .	There is <u>little to no data</u> provided to determine that the teacher implements plans for at-risk students, or that these are effective. Or, data shows implementation is <u>infrequent</u> .
VI-6	The teacher <u>consistently</u> sets instruction levels at the <u>highest possible</u> levels commensurate to the student's abilities.	The teacher <u>regularly</u> sets instruction levels at the highest possible levels <u>commensurate</u> to the students' abilities.	The data provided shows a <u>lack of clarity</u> as to the level the teacher sets instruction levels at the highest possible levels commensurate to the student's abilities. Or, all indications show practice to be <u>sporadic</u> .	There is <u>little to no facts</u> provided as to the level the teacher sets instruction levels at the highest possible levels commensurate to the student's abilities. Or, all indications show practice to be <u>minimal</u> .
VI-7	There is <u>consistent, convincing support</u> that a <u>broad cross-section</u> of the students comprehend the challenging material provided by the teacher.	There is <u>ample support</u> that a broad cross-section of the students <u>comprehend</u> the challenging material provided by the teacher.	There is <u>limited support</u> that a broad cross-section of the students comprehend the challenging material provided by the teacher. <u>Some</u> students may <u>not</u> be <u>adequately engaged</u> .	There is <u>little to no support</u> that a broad cross-section of the students comprehend the challenging material provided by the teacher. Practice indicates a <u>one-dimensional</u> approach to engage students.
VI-8	The teacher's practice provides data that he or she <u>rightly</u> , and <u>comprehensively</u> understands the critical issues of a unit and <u>efficaciously</u> instructs the students.	The teacher's practice <u>provides clear data</u> that he or she <u>understands</u> the critical issues of a unit, and efficaciously instructs the students.	The teacher's practice provides <u>limited data</u> that he or she understands the critical issues of a unit, and/or efficaciously instructs the students.	The teacher provided <u>little to no data</u> that he or she <u>understands</u> the critical issues of a unit, and/or efficaciously instructs the students.
VI-9	The teacher's <u>routines are highly predictable</u> that he or she <u>appropriately</u> extends his or her practice toward higher taxonomies.	The teacher <u>appropriately</u> and <u>regularly</u> extends his or her practice toward higher taxonomies.	There is <u>limited support</u> to substantiate that the teacher appropriately and regularly extends his or her practice toward higher taxonomies.	There is <u>little to no support</u> to substantiate that the teacher appropriately and regularly extends his or her practice toward higher taxonomies.
VI-10	<u>Strong support</u> shows that the teacher <u>consistently</u> incorporates methods that facilitates critical thinking and problem-solving	The teacher <u>regularly incorporates</u> methods that will <u>facilitate</u> critical thinking and problem solving.	<u>Limited data</u> was provided that the teacher regularly incorporates methods that will facilitate critical-thinking and problem-solving.	<u>Sketchy to no data</u> was provided that the teacher incorporates methods that will facilitate critical thinking and problem-solving.

Domain VII: Multiple Paths to Knowledge – The teacher uses a variety of approaches to help students build knowledge and strengthen understanding.

Performance at the “Accomplished” level MAY be inferred for a criterion if 65% of the criteria in the Domain ARE documented at the “Proficient” or “Accomplished” Levels and NO criteria are documented at “Limited” or “Little to No Data”.

	Scoring Indicators “Proficient” Standard	Scoring Indicators “Accomplished” Standard	Scoring Indicators “Limited” Standard	Scoring Indicators “Little to No Data” Standard
VII-1	The teacher <u>richly</u> demonstrates an ability to adjust instruction to meet the needs of a wide-range of learning abilities.	The teacher <u>appropriately</u> adjusts instruction to meet the needs of a <u>wide-range</u> of learning abilities.	There was <u>weak</u> support to determine an ability to adjust instruction to meet the needs of a wide-range of learning abilities.	There was <u>minimal support</u> to determine an ability to adjust instruction to meet the needs of a wide-range of learning abilities.

VII-2	The teacher <u>consistently</u> utilizes varied approaches to build student understanding and skill.	The teacher <u>regularly utilizes</u> varied approaches to build student understanding and skill.	There was <u>limited</u> data of the teacher's regularity in utilizing varied approaches to build student understanding and skill.	There was <u>negligible data</u> of the teacher utilizing varied approaches to build student understanding and skill.
VII-3	There are <u>irrefutable</u> facts provided that the teacher consistently uses instructional techniques that are directly connected to maximizing learning outcomes.	There is <u>clearly observable</u> data that the teacher <u>frequently provides</u> instructional techniques that are connected to maximizing learning outcomes.	There is <u>clearly observable</u> data that the teacher frequently provides instructional techniques that are connected to maximizing learning outcomes.	There is <u>little to no data</u> that the teacher provides instructional techniques that are directly connected to maximizing learning outcomes.
VII-4	A <u>rich</u> catalog of data evidences that the teacher is <u>highly</u> self-motivated to find effective paths to develop student learning.	The teacher is <u>normally self-motivated</u> to find effective paths to develop student learning.	With the <u>limited data</u> provided, <u>unable to ascertain</u> an accomplished level of self-motivated practice, which finds effective paths to develop student learning.	<u>Insufficient</u> data provided to determine self—motivation to find effective paths to develop student learning. Practice indicates a propensity to <u>require outside stimuli</u> to find effective paths to student learning.

Domain VIII: Social Development – The teacher fosters the student's self-awareness, self-esteem, character, civic responsibility, and respect for diverse individuals and groups.

Performance at the "Accomplished" level MAY be inferred for a criterion if 70% of the criteria in the Domain ARE documented at the "Proficient" or "Accomplished" Levels and NO criteria are documented at "Limited" or "Little to No Data".

	Scoring Indicators "Proficient" Standard	Scoring Indicators "Accomplished" Standard	Scoring Indicators "Limited" Standard	Scoring Indicators "Little to No Data" Standard
VIII-1	The teacher provides <u>clear</u> and <u>convincing</u> evidence of <u>consistently</u> enforcing campus policies and procedures.	The teacher <u>regularly</u> and <u>appropriately</u> enforces campus policies and procedures, fostering respect for law and order.	The data is <u>unclear</u> as to the regularity enforcing campus policies and procedures.	The data is <u>sketchy</u> as to the regularity enforcing campus policies and procedures.
VIII-2	The teacher <u>purposely</u> , <u>consistently</u> , and <u>effectively</u> works to create an inclusive environment.	The teacher <u>purposely</u> and <u>effectively</u> works to create an inclusive environment.	The information observed shows <u>some performance</u> of working to create an inclusive environment, however inclusive as to the strength or impact.	Data provided gives <u>little to no</u> support of working to create an inclusive environment. <u>Some</u> students may <u>not</u> be <u>adequately</u> engaged or are <u>negatively</u> engaged.
VIII-3	An <u>abundance</u> of data demonstrates that the teacher <u>effectively</u> facilitates significant responsibility.	It is <u>clearly observable</u> that the teacher <u>facilitates</u> student progress toward social responsibility.	Data provided is <u>ambiguous</u> as to the regularity or effect that the teacher's practice facilitates student progress toward social responsibility.	<u>Little to no</u> data provided as to the regularity or effect that the teacher's practice facilitates student progress toward social responsibility.
VIII-4	The teacher's practice <u>consistently</u> and <u>effectively</u> encourages the student's sense of self-worth.	The teacher's practice <u>regularly encourages</u> the student's sense of self-worth.	The <u>vagueness</u> of the data acquired leaves the regularity or effect of the teacher's practice of encouraging self-worth in the students as <u>uncertain</u> .	<u>Little to no</u> information acquired. Or, the practice may reflect periodic occasions of <u>inappropriate</u> comments or actions that <u>demean</u> the student's self-worth.
VIII-5	The teacher's practice <u>consistently engages</u> students in self-awareness, character, and spiritual values as needed and appropriate.	The teacher <u>regularly engages</u> students in self-awareness, character, and spiritual values as needed and appropriate.	<u>Inconclusive</u> data provided that the teacher engages students in self-awareness, character, and spiritual values as needed and appropriate.	<u>Little to no</u> data provided that the teacher engages students in self-awareness, character, and spiritual values as needed and appropriate.

Domain IX: Assessments – The teacher employs a variety of assessment methods to obtain useful information about student learning and development and to assist students in reflecting on their own progress.

Performance at the “Accomplished” level MAY be inferred for a criterion if 75% of the criteria in the Domain ARE documented at the “Proficient” or “Accomplished” Levels and NO criteria are documented at “Limited” or “Little to No Data”.

	Scoring Indicators “Proficient” Standard	Scoring Indicators “Accomplished” Standard	Scoring Indicators “Limited” Standard	Scoring Indicators “Little to No Data” Standard
IX-1	The teacher’s practice demonstrates consistent, well-targeted adjustments in assessments that meet the needs of a wide-range of learning abilities.	The teacher’s practice demonstrates <u>regular, appropriate</u> adjustments in assessments to meet the needs of a <u>wide-range</u> of learning abilities.	May provide hints at accomplishment regarding the regularity and/or appropriateness of the teacher’s practice. The data to support the regularity or effectiveness of assessment adjustments to accommodate diverse learning needs is unclear or partial.	Little to no data regarding the regularity and/or appropriateness of the teacher’s practice to determine the regularity or effectiveness of assessment adjustments to meet diverse learning needs. Data may indicate assessment geared toward narrow range of learners, or is one-dimensional.
IX-2	The teacher provides <u>pro-active, consistent</u> supervision of student performance, which <u>effectively</u> ensures accurate assessment.	The teacher provides <u>pro-active, regular</u> supervision of student performance, to ensure accurate assessment.	Information provided is <u>inconclusive</u> . Or, the level of application is <u>questionable</u> as to clearly observing a positive connection between supervising assessments and improved student performance.	<u>Little to no data</u> provided. The teacher’s practice may indicate more <u>reaction</u> than <u>pro-activity</u> . Data indicates supervision of student’s performance on assessments may be <u>minimal</u> .
IX-3	The teacher <u>consistently</u> constructs criterion-referenced assessments that <u>satisfy</u> major learning objectives and student learning development.	The teacher <u>habitually</u> constructs criterion-referenced assessments that <u>correspond</u> to major learning objectives and student development.	The data lends itself to <u>uncertainty</u> as to regularity or effect. Or, the teacher <u>intermittently constructs</u> criterion-referenced assessments, most of which corresponds to major learning objectives and student learning development.	The data is <u>inadequate</u> as to regularity or effect. Or, the teacher <u>infrequently</u> constructs criterion-referenced assessments, which satisfies major learning objectives and/or facilitates the student’s learning development.
IX-4	The teacher <u>consistently</u> ensures that the instruction <u>tightly connects</u> with the assessments.	The teacher <u>routinely ensures</u> that the instruction tightly connects with the assessments.	<u>Limited data</u> observed. Inferences may be made of accomplished practice, but level and effectiveness of the practice of connecting instruction and assessment is <u>inconclusive</u> .	<u>Little to no data</u> observed. The data observed indicated that the connection between instruction and assessment is <u>loose</u> or <u>tangential</u> .
IX-5	The teacher <u>competently</u> constructs each assessment with <u>consistency</u> , resulting in <u>strongly reinforcing</u> student learning.	The teacher <u>carefully crafts</u> each assessment with regularity, so as to reinforce learning.	<u>Limited data</u> observed. Information was <u>inconclusive</u> as to the regularity and effectiveness of the practice of shaping assessments to reinforce learning.	The practice offers little or no observable data indicating a practice that shapes assessments to reinforce learning. Or, data indicates assessments to be <u>one-dimensional</u> or <u>limited to test banks</u> .
IX-6	The teacher <u>consistently</u> and <u>effectively</u> reinforces learning in light of assessments.	The teacher <u>regularly</u> and <u>effectively</u> reinforces learning in light of assessments.	The data provided indicates <u>limited support</u> that the teacher’s practice regularly and/or effectively reinforces learning in light of assessments.	The data provided indicates <u>little to no</u> support that the teacher’s practice regularly and/or effectively reinforces learning in light of assessments.

IX-7	The teacher provides <u>ample evidence</u> that he or she <u>consistently</u> and <u>suitably</u> provides opportunities for relearning and re-evaluation.	The teacher provides clear evidence that he or she <u>regularly</u> and <u>appropriately</u> provides opportunities for relearning and re-evaluation.	The data provides <u>a lack of substantiation</u> as to the regularity and/or appropriateness of the opportunities for relearning and re-evaluation, to constitute as accomplished.	The data provides <u>little to no confirmation</u> as to the regularity and/or appropriateness of the opportunities for relearning and re-evaluation, to constitute as accomplished.
IX-8	The teacher's practice is <u>focused</u> , <u>consistently</u> utilizing a <u>wide-variety</u> of assessment methods, which <u>accurately</u> obtains information about student's learning and development.	The teacher <u>purposely</u> and <u>regularly</u> utilizes <u>varied</u> assessment methods to obtain information about student learning and development.	<u>Incomplete data</u> provides some, but <u>inconclusive</u> support as to the variety or level of regularity of constructing assessments to obtain information about student learning and development.	<u>Little to no support</u> as to the variety or level of effectiveness and/or regularity of assessments to obtain information about student learning and development.

Domain X: Reflective Practice – The teacher employs regular self-analysis, evaluation, and ways to strengthen the effectiveness and quality of his or her own progress.

Performance at the “Accomplished” level MAY be inferred for a criterion if 56% of the criteria in the Domain ARE documented at the “Proficient” or “Accomplished” Levels and NO criteria are documented at “Limited” or “Little to No Data”.

	Scoring Indicators “Proficient” Standard	Scoring Indicators “Accomplished” Standard	Scoring Indicators “Limited” Standard	Scoring Indicators “Little to No Data” Standard
X-1	There is <u>ample</u> observation provided by the teacher, that he or she is growing professionally by reading and studying subject specific and trade material.	It is <u>clearly observable</u> that the teacher is growing professionally by reading and studying subject specific and trade material.	<u>Unclear observation</u> that the teacher is growing professionally by reading and/or studying subject specific and trade material.	<u>Only cursory observation</u> provided that the teacher is growing professionally by reading or studying subject specific and trade material.
X-2	The teacher <u>consistently</u> makes <u>observable</u> . <u>Incremental</u> adjustments, expansions of, and improvements to his or her practice from year to year.	The teacher <u>regularly</u> makes <u>observable</u> <u>incremental</u> adjustments, expansions of, and improvements to his or her practice from year to year.	Indications are provided that the teacher makes <u>some observable</u> adjustments, expansions of, and improvements to his or her practice from year to year.	Indications are provided that the teacher makes <u>few observable</u> adjustments, expansions of, and improvements to his or her practice from year to year.
X-3	The teacher <u>demonstrates</u> a <u>richly</u> expanding knowledge of current technology in his or her field.	The teacher <u>clearly demonstrates</u> an expanding knowledge of current technology in his or her field.	To be conclusive <u>requires significant inference</u> as to regularity, or acquired data indicates <u>vagueness</u> of his or her expansive knowledge regarding current technology in the field. Sufficient <u>data</u> <u>lacking</u> .	<u>Little to no support</u> provided that the teacher demonstrates an expading knowledge of current technology in his or her field. Or, practice indicates <u>minimal integration</u> of current technology.
X-4	The teacher <u>systematically</u> and <u>consistently</u> <u>uses</u> proven analysis, evaluation techniques <u>resulting in</u> a strengthening of his or her own practice.	The teacher <u>systematically</u> and <u>appropriately</u> <u>uses</u> proven analysis, evaluation techniques to strengthen his or her own practice.	It is <u>unclear</u> as to the <u>method</u> , <u>regularity</u> , or <u>appropriateness</u> of proven analysis and/or evaluation techniques used to strengthen his or her own practice.	<u>Little to no data</u> provided as to the <u>method</u> , <u>regularity</u> , or <u>appropriateness</u> of analysis and/or evaluation techniques used to strengthen his or her own practice. May indicate <u>randomness</u> of application.
X-5	The teacher <u>consistently demonstrates</u> conscientious reflection in his or her lesson plans.	The teacher <u>regularly demonstrates</u> <u>careful</u> reflection in his or her lesson plans.	<u>Incomplete data</u> provided, to determine. Or, the teacher <u>irregularly demonstrates</u> <u>careful reflection</u> in his or her lesson plans.	The teacher demonstrates <u>little to no reflection</u> in his or her lesson plans.

X-6	The teacher <u>consistently</u> , as <u>appropriate</u> , solicits input from supervisors and/or colleagues.	The teacher <u>recurrently</u> , as <u>appropriate</u> , solicits input from supervisors and/or colleagues.	Data acquired showing <u>lack of regular appropriate recurrences</u> , of soliciting input from supervisors and/or colleagues.	Data acquired showing <u>little to no appropriate recurrences</u> , of soliciting input from supervisors and colleagues.
X-7	The teacher <u>consistently</u> demonstrates an ability to <u>effectively</u> assimilate collegial input into his or her practice.	The teacher's <u>common practice</u> to <u>effectively assimilate</u> of collegial input into his or her practice.	<u>Insufficient data</u> to base accurate evaluation. Or, the information indicates <u>sporadic</u> demonstration of effectively assimilating collegial input into his or her practice.	<u>Little to no data</u> to base accurate evaluation. Or, the information indicates a <u>minimal</u> demonstration of effectively assimilating collegial input into his or her practice.

Domain XI: Family Partnerships – The teacher works with families to achieve common goals for the education of their children.

Performance at the “Accomplished” level MAY be inferred for a criterion if 65% of the criteria in the Domain ARE documented at the “Proficient” or “Accomplished” Levels and NO criteria are documented at “Limited” or “Little to No Data”.

	Scoring Indicators “Proficient” Standard	Scoring Indicators “Accomplished” Standard	Scoring Indicators “Limited” Standard	Scoring Indicators “Little to No Data” Standard
XI-1	The teacher <u>routinely</u> and <u>effectively</u> facilitates two-way interactive communication with primary caregivers.	The teacher <u>regularly</u> and <u>effectively</u> facilitates two-way <u>interactive</u> communication with primary caregivers.	There is <u>insufficient data</u> provided to conclude. Or, the data indicates <u>sporadic</u> communication, <u>lacking interactivity</u> .	<u>Little to no data</u> provided. Data indicates <u>minimal</u> communication. Communication tends to be <u>reactive</u> , initiated by the parent or primary caregivers.
XI-2	The teacher <u>systematically</u> and <u>consistently</u> engages parents, and/or primary caregivers, as valued partners in the learning process.	The teacher <u>habitually</u> engages parents, and/or primary caregivers, as valued partners in the learning process.	The teacher <u>occasionally</u> engages parents/caregivers as valued partners in the learning process. Communication may be primarily <u>procedural</u> or <u>one-way</u> communication with primary caregivers.	The data indicates infrequent engaging of parents/caregivers as valued partners in the learning process. Communications may be almost <u>exclusively procedural</u> or <u>one-way</u> communication with parents/caregivers.
XI-3	The teacher <u>consistently goes beyond</u> school requirements to facilitate partnerships between parents/caregivers and the school.	The teacher <u>regularly goes beyond</u> school requirements to facilitate partnerships between parents, and/or primary caregivers, and the school.	The teacher <u>occasionally goes beyond</u> school requirements to facilitate partnerships between parents/caregivers and the school.	The data shows that the teacher <u>seldom</u> goes beyond school requirements to facilitate partnerships between parents/caregivers and the school.

Domain XII: Collaboration with Colleagues – Work with colleagues to improve schools and to advance knowledge and practice in their field.

Performance at the “Accomplished” level MAY be inferred for a criterion if 60% of the criteria in the Domain ARE documented at the “Proficient” or “Accomplished” Levels and NO criteria are documented at “Limited” or “Little to No Data”.

	Scoring Indicators “Proficient” Standard	Scoring Indicators “Accomplished” Standard	Scoring Indicators “Limited” Standard	Scoring Indicators “Little to No Data” Standard
XII-1	The teacher provides <u>considerable data</u> that he or she <u>always</u> observes school policies, procedures, and legal requirements, <u>without fail</u> .	The teacher <u>consistently observes</u> school policies, procedures, and legal requirements.	The data indicates that the teacher <u>often observes</u> school policies, procedures, and legal requirements. Perhaps, atypical indication of non-compliance.	<u>Little to no data</u> provided to indicate that the teacher <u>observes</u> school policies, procedures, and legal requirements. Perhaps, occasional indications of non-compliance.
XII-2	The teacher provides <u>considerable data</u> that he or she <u>always</u> observes verbal and written directives by supervisors.	The teacher <u>consistently observes</u> verbal and written directives from supervisors.	The data shows that the teacher <u>observes</u> verbal and written directives by supervisors <u>more often than not</u> .	<u>Little to no data</u> provided that the teacher observes verbal and written directives by supervisors. Practice may indicate <u>minimal response</u> to directives.
XII-3	The teacher <u>consistently and effectively</u> collaborates with administration and colleagues, elevating the school-wide learning environment.	The teacher works <u>collaboratively and effectively</u> with administration and colleagues, enhancing the school-wide learning environment.	The data indicates that the teacher <u>sporadically collaborates</u> with administration and colleagues. Only tangential connections to the improvement of the school-wide learning environment.	<u>Little to no data</u> provided that the teacher collaborates with administration and colleagues. Connection to the improvement of the school-wide learning environment, <u>unknown or absent</u> .
XII-4	The teacher <u>consistently</u> facilitates mentoring relationships with colleagues, resulting in professional development and improvement in student learning.	The teacher <u>actively</u> works to facilitate mentoring relationships with colleagues.	The data shows that <u>some support</u> that the teacher works to facilitate mentoring relationships with colleagues. The regularity and/or effect on student learning is <u>unclear</u> .	<u>Little to no data</u> observed, which shows that the teacher attempts to facilitate mentoring relationships with colleagues.
XII-5	The teacher is <u>pro-active</u> and <u>effective</u> at networking to create a synergy of teamwork relationships, resulting in an overall positive influence on morale and professionalism on the part of the faculty/staff.	The teacher <u>effectively</u> networks to create a synergy of teamwork relationships.	<u>Some indication</u> that the teacher networks to create a synergy of teamwork relationships, however practice seems <u>not normative</u> , and/or the effect on peers is <u>unclear</u> .	<u>Little to no indication</u> that the teacher networks to create a synergy of teamwork relationships. Information observed tends to indicate some <u>isolation</u> and <u>non-integration</u> of the practice into the larger learning community.