

**DOMAIN 1: PROFESSIONALISM**

	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>Attention to Administrative Tasks</b>	<b>Poor</b> records & <b>no</b> indicators to <b>monitor</b> and <b>evaluate</b> student and staff progress	<b>Poor</b> records & <b>minimal</b> indicators to <b>monitor</b> and <b>evaluate</b> student and staff progress	<b>Appropriate</b> records and <b>multiple</b> indicators to <b>monitor, evaluate</b> student & staff progress	<b>Appropriate</b> records and <b>multiple</b> indicators to <b>monitor, evaluate,</b> and effectively <b>communicate</b> student & staff progress
<b>Commitment to Professional Growth</b>	<b>Poorly</b> attends or attempts to advance through: PLCs, PD opportunities, graduate courses, memberships, or district/building committees, etc.; may be open to but does <b>not seek</b> feedback	<b>Inconsistently</b> attends or attempts to advance through: PLCs, PD opportunities, graduate courses, memberships, or district/building committees, etc.; may be open to but does <b>not seek</b> feedback	<b>Attends and advances</b> through: PLCs, PD opportunities, graduate courses, memberships, or district/building committees, etc.; open to and <b>seeks some</b> feedback	<b>Attends, advances, &amp; leads</b> during: PLCs, PD opportunities, graduate courses, memberships, or district/building committees, etc.; open to and <b>often</b> seeks feedback
<b>Demonstration of Professionalism</b>	Practices show a <b>lack of:</b> integrity, honesty, respect, awareness of needs, <b>or</b> compliance with district or building norms (e.g., mentoring, TLC, extracurricular....)	Practices <b>usually</b> show: integrity, honesty, respect, awareness of student needs, <b>and</b> compliance with district or building norms (e.g., mentoring, TLC, extracurricular....)	Practices <b>always</b> show: integrity, honesty, respect, awareness of student needs, <b>and</b> compliance with district or building norms (e.g., mentoring, TLC, extracurricular....)	Practices show the <b>highest levels of:</b> integrity, honesty, respect, <b>caring,</b> awareness of student needs, <b>and</b> compliance with district or building norms (e.g., mentoring, TLC, extracurricular....)

**DOMAIN 2: KNOWLEDGE**

	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>Knowledge of Content</b>	Limited evidence of curriculum knowledge	Some evidence of curriculum knowledge	Evidence of general curriculum knowledge & an interest in improvement	Strong understanding of grade-level curriculum, able to meet student/staff needs, & committed to improvement
<b>Planning for Professional Growth</b>	Poorly organized	Clear planning based on student/staff data	Detailed, fully developed, clear planning based on student/staff data & evidence of long-term planning	Detailed, fully developed, clear planning based on student/staff data & evidence of effective long-term planning
<b>Focus and Commitment to Move from Good to Great</b>	Unable to respond to student and staff learning needs	Somewhat able to respond to student and staff learning needs	Able to respond to student and staff learning needs and make adequate adjustments	Able to respond to student and staff learning needs and make exceptional adjustments and smooth transitions.

**DOMAIN 3: TEACHING & LEARNING ENVIRONMENT**

	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>Engaging</b>	Many staff members <b>not</b> actively engaged in learning & improvement	Some staff members <b>actively</b> engaged in learning & improvement	Most staff members actively engaged in learning and improvement	All staff members <b>highly</b> engaged in learning and improvement
<b>Culture of Learning</b>	<b>Low</b> expectations, academic rigor, & pride in work (students/staff/self)	<b>Minimal</b> expectations, academic rigor, & pride in work (students/staff/self)	<b>High</b> expectations, academic rigor, & pride in work (students/staff/self)	<b>Exemplary</b> expectations, academic rigor, <b>persistence</b> , & pride in work (students/staff/self)
<b>Building Management</b>	<b>Ineffective</b> management: <b>poor</b> procedures, instructional groups, transitions, handling of supplies, instructional time, arrangement of physical space, student safety practices, etc.	<b>Somewhat Effective</b> management: <b>some good</b> procedures, instructional groups, transitions, handling of supplies, instructional time, arrangement of physical space, student safety practices; etc.	<b>Effective</b> management: <b>good</b> procedures, instructional groups, transitions, handling of supplies, instructional time, arrangement of physical space, student safety practices; etc.	<b>Highly effective</b> management: <b>exceptional</b> procedures, instructional groups, transitions, handling of supplies, instructional time, arrangement of physical space, student safety practices; etc.
<b>Respectful &amp; Inclusive</b>	<b>No</b> attempt to encourage, model, expect, <b>or</b> teach the civil treatment of others	<b>Somewhat</b> attempts to encourage, model, expect, <b>and</b> teach the civil treatment of others	<b>Consistently</b> encourages, models, expects, <b>and</b> teaches the civil treatment of others	<b>Evidence of highly effective standards of civil</b> conduct that are well established, modeled, expected, supported, & taught

**DOMAIN 4: ACHIEVEMENT DATA**

	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>Assessments</b>	<b>Unclear</b> criteria & targets; <b>minimum</b> student/staff growth apparent	<b>Somewhat clear</b> criteria & targets; <b>some</b> student/staff growth apparent	<b>Clear &amp; rigorous</b> criteria & targets, <b>appropriate</b> student/staff growth, <b>primarily aligned</b> to state/district standards, & <b>modified</b> for students with special needs	<b>Exceptional</b> criteria & targets, appropriate student /staff growth, fully <b>aligned</b> to state/district/ <b>national</b> standards, & <b>modified appropriately</b> for students with special needs
<b>Types of Assessments</b>	<b>Little</b> use of various types of assessment tools in the building (formative & summative)	<b>Some</b> use of various types of assessment tools in the building (formative & summative)	<b>Consistent</b> use of various types of assessment tools in the building (formative & summative) to <b>establish learning targets</b>	<b>Continual</b> use of a <b>variety</b> of formative and summative assessments ( <b>including student/staff/administrator self-assessment, and Walk-Through Logs</b> ) to establish learning targets
<b>Reflection</b>	<b>Little</b> evidence that <b>effectiveness</b> has been <b>assessed through reflection</b>	<b>Some</b> evidence that effectiveness has been assessed through reflection	<b>Consistent</b> evidence that effectiveness has been assessed & that <b>general outcomes and goals were met/not met</b>	<b>Effectiveness continually assessed</b> by <b>specific</b> outcomes and goals that were met/not met, <b>adaptations or improvements were made, and new goals were established</b>