**COE: Tenure, Promotion and Continuing Employment**

**Guidelines for Scholarship**

**How to interpret and apply:** To advance to the next performance level (i.e., Excellent, Commendable, Satisfactory, Unsatisfactory, .50 or more descriptive elements must be evident

Decision Matrix

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Domain** | **Excellent** | **Commendable** | **Satisfactory** | **Unsatisfactory** |
| **1-Publications and Grants** | * 2 from D1a, or b in Excellence Column
 | * 2 from D1a, or b in Commendable Column
 | * 2 from D1a, or b in Satisfactory Column
 | * Not satisfactory
 |
| **2-Presentations** | * 3 presentations combined (or total) from 2a, 2b, or 2c in D2 Excellence Column
 | * 3 presentations combined (or total) from 2a, 2b, or 2c in D2 Commendable Column
 | * 2 presentations combined (or total) from 2a, 2b, or 2c in D2 Satisfactory Column
 | * Not satisfactory
 |
| **3-Scholarship of Teaching** | * 4 activities combined (or total) from 3a, 3b, 3c, or 3d in D2 Excellence Column
 | * 4 activities combined (or total) from 3a, 3b, 3c, or 3d in D3 Commendable Column
 | * 4 activities combined (or total) from 3a, 3b, 3c, or 3d in D3 Satisfactory Column
 | * Not satisfactory
 |
| **Or, combination of 2 and 3** | * 7 combined (or total) from D2 and D3 in Excellence Column
 | * 7 combined (or total) from D2 and D3 in Commendable Column
 | * 7 combined (or total) from D2 and D3 in Satisfactory Column
 | * Not satisfactory
 |

* An element can be met multiple times. I.e., 3 national presentations would count as 3 presentations. A national presentation, a regional presentation, and a local presentation would also satisfy D2.

**Guidelines for Service**

**How to interpret and apply:** To advance to the next performance level (i.e., Excellent, Commendable, Satisfactory, Unsatisfactory, .50 or more descriptive elements must be evident

Decision Matrix

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Domain** | **Excellent** | **Commendable** | **Satisfactory** | **Unsatisfactory** |
| **1-Service to Department** | * 6 criteria from D1a, or b in Excellence Column
 | * 6 criteria from D1a, or b in Commendable Column
 | * 4 criteria from D1a, or b in Satisfactory Column
 | * Not satisfactory
 |
| **2-Servie to College** | * 2 criteria from D2 in Excellence Column
 | * 2 criteria from D2 in Commendable Column
 | * 2 criteria from D2 in Satisfactory Column
 | * Not satisfactory
 |
| **3-Service to University** | * 2 criteria from D3 in Excellence Column
 | * 3 criteria from D3 in Commendable Column
 | * 2 criteria from D3 in Satisfactory Column
 | * Not satisfactory
 |
| **4-Servie to the Profession/Community** | * 4 criteria from D4 in Excellence Column
 | * 4 criteria from D4 in Commendable Column
 | * 3 criteria from D4 in Satisfactory Column
 | * Not satisfactory
 |
| **5-Academic Advising** | * 2 criteria from D5 in Excellence Column
 | * 3 criteria from D5 in Commendable Column
 | * 2 criteria from D5 in Satisfactory Column
 | * Not satisfactory
 |
| **6-Participating in a Professional Community** | * 5 criteria from D6 in Excellence Column
 | * 3 criteria from D6 in Commendable Column
 | * 4 criteria from D6 in Satisfactory Column
 | * Not satisfactory
 |
| **OR** | * 11 from entire domain, with no “Satisfactory Column”
 | * 11 from entire domain with no “Unsatisfactory Column”
 | * 9 from entire domain with no “Unsatisfactory Column”
 | * Not satisfactory
 |

**Guidelines for Teaching**

**How to interpret and apply:** To advance to the next performance level (i.e., Excellent, Commendable, Satisfactory, Unsatisfactory, .50 or more descriptive elements must be evident

Decision Matrix

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Domain** | **Excellent** | **Commendable** | **Satisfactory** | **Unsatisfactory** |
| **1-Planning to Teach** | * 6 criteria from D1a, or b in Excellence Column
 | * 6 criteria from D1a, or b in Commendable Column
 | * 6 criteria from D1a, or b in Satisfactory Column
 | * Not satisfactory
 |
| **2-Learning Environment** | * 4 criteria from D2 in Excellence Column
 | * 5 criteria from D2 in Commendable Column
 | * 5 criteria from D2 in Satisfactory Column
 | * Not satisfactory
 |
| **3-Instruction and assessment of learning** | * 8 criteria from D3 in Excellence Column
 | * 7 criteria from D3 in Commendable Column
 | * 2 criteria from D7 in Satisfactory Column
 | * Not satisfactory
 |
| **4-Reflection and curriculum development** | * 4 criteria from D4 in Excellence Column
 | * 4 criteria from D4 in Commendable Column
 | * 4 criteria from D4 in Satisfactory Column
 | * Not satisfactory
 |
| **OR** | * 24 from entire domain, with no “Satisfactory Column”
 | * 23 from entire domain with no “Unsatisfactory Column”
 | * 17 from entire domain with no “unsatisfactory”
 | * Not satisfactory
 |

**Rubric for Scholarship**

|  |
| --- |
| **Domain 1: Publications and Grants**  |
|  | **Excellent** | **Commendable** | **Satisfactory** | **Unsatisfactory** |
| **1a****International and National** | * Published more than one article in a refereed journal and/or national/international publication, invited chapter or article, and/or book.
* Grant funded or project for grant completed successfully
 | * Publishes one article in a refereed or non-refereed journal, conference proceedings, national publication, invited chapter or article.
* Submits grant proposal either as an individual or as a member of a grant-writing team and/or is working on a grant that was written by another faculty member.
 | * Evidence of submission of an article to a refereed or non-refereed journal, conference proceedings, national publication, invited chapter or article.
* Evidence of submission of a research grant
 | * No publications
* No grants submitted
 |
| **1b****Regional and State** | * Published more than one article in a refereed journal and/or regional/state publication.
* Grant funded or project for grant completed successfully
 | * Published one article in a refereed or non-refereed regional/state journal, conference proceeding, or other publication.
* Submits grant proposal either as in individual or as a member of a grant-writing team and/or is working on a grant that was written by another faculty member.
 | * Evidence of submission of an article to a refereed or non-refereed regional/state journal, conference proceedings, or other publication.
* Evidence of submission of a research grant
 | * No publications
* No grants submitted
 |
| **1c****Local** | * Published more than one article in a local publication
* SAU funded grant completed successfully
 | * Published one article in a local publication.
* Awarded an SAU grant
 | * Submitted article to local publication.
* Submitted SAU grant proposal
 | * No local articles submitted.
* No SAU grant proposals submitted
 |

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| --- |
| **Domain 2: Presentations** |
|  | **Excellent** | **Commendable** | **Satisfactory** | **Unsatisfactory** |
| **2a****International and National** | * Three or more presentations of scholarly work by the faculty member at international and/or national meetings
* Three presentations of scholarly work by any mentored student(s) at international and/or national meetings
 | * Two presentations of scholarly work by the faculty member at international and/or national meetings
* Two presentations of scholarly work by any mentored student(s) at international and/or national meetings
 | * One presentation of scholarly work by the faculty member at international and/or national meetings
* One presentation of scholarly work by any mentored student(s) at international and/or national meetings
 | * No evidence of presentation of scholarly work by the faculty member at international and/or national meetings
* No evidence of presentation of scholarly work by any mentored student(s) at international and/or national meetings
 |
| **2b****Regional and State** | * Three or more presentations of scholarly work by the faculty member at regional and/or state meetings
* Three presentations of scholarly work by any mentored student(s) at regional and/or state meetings
 | * Two presentations of scholarly work by the faculty member at regional and/or state meetings
* Two presentations of scholarly work by any mentored student(s) at regional and/or state meetings
 | * One presentation of scholarly work by the faculty member at regional and/or state meetings
* One presentation of scholarly work by any mentored student(s) at regional and/or state meetings
 | * No evidence of presentation of scholarly work by the faculty member at regional and/or state meetings
* No evidence of presentation of scholarly work by any mentored student(s) at regional and/or state meetings
 |
| **2c****Local** | * Three or more presentations of scholarly work by the faculty member at local meetings
* Three presentations of scholarly work by any mentored student(s) at local meetings
 | * Two presentations of scholarly work by the faculty member at local meetings
* Two presentations of scholarly work by any mentored student(s) at local meetings
 | * One presentation of scholarly work by the faculty member at local meetings
* One presentation of scholarly work by any mentored student(s) at local meetings
 | * No evidence of presentation of scholarly work by the faculty member at local meetings
* No evidence of presentation of scholarly work by any mentored student(s) at local meetings
 |

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| --- |
| **Domain 3: Scholarship of Teaching** |
|  | **Excellent** | **Commendable** | **Satisfactory** | **Unsatisfactory** |
| **3a****Technical Papers****(e.g., CAEP, SPA, AQIP, CACREP, etc.)** | * Lead writer of technical paper/report written to satisfy professional association standards for national accreditation.
* Lead writer for AQIP Category or Continuous Improvement Project reports
 | * Collaborates with the writing of technical paper/report written to satisfy professional association standards for national accreditation.
* Collaborates with writing AQIP Category or Continuous Improvement Project reports
 | * Contributes data for the writing of technical paper/report written to satisfy professional association standards for national accreditation.
* Contributes data for AQIP Category or Continuous Improvement Project reports
 | * Does not participate in accreditation process.
* Does not participate in the Continuous Improvement Process.
 |
| **3b****Curriculum Revision and Program Development** | * Lead writer to complete proposal for a new academic program submitted for external review/ADHE.
* Leads in course/program development and/or revision that is based on established research, best practices, and/or sustained experience with practitioners in one’s field and in response to programmatic need.
 | * Collaborates to complete proposal for a new academic program submitted for external review/ADHE.
* Collaborates in course program development and/or revision that is based on established research, best practices, and/or sustained experience with practitioners in one’s field and in response to programmatic need.
 | * Contributes data to complete proposal for a new academic program submitted for external review/ADHE.
* Contributes data for course program development and/or revision that is based on established research, best practices, and/or sustained experience with practitioners in one’s field and in response to programmatic need.
 | * Does not participate in activities to develop new academic programs.
* Does not participate in curriculum/program revision.
 |
| **3c****Expansion of Knowledge** | * Evidences that information gained from participating in professional development opportunities has been used to improve each area: Teaching, service and scholarship.
* Leadership in professional organizations (local, state, regional, national and international).
 | * Evidence that information gained from participating in professional development opportunities has been used to improve teaching, service or scholarship.
* Membership in and attendance at professional organizations (local, state, regional, national, international)
 | * Participates in professional development opportunities.
* Membership in professional organizations (local, state, regional, national, international). Explain connections with staying professionally current.
 | * No evidence of professional growth and development.
* No evidence of membership in professional organizations.
 |
| **3d****SAU Presentations and Consultation** | * Two or more presentations for the SAU Academy
* National or state-wide reputation results in multiple opportunities to consult.
 | * One presentation for the SAU Academy
* Evidence of consultative work (national or state-wide) that uses scholarly expertise
 | * Collaborates on a presentation for the SAU Academy
* Evidence of consultative work at the local level
 | * No evidence of presentations for the SAU Academy.
* No evidence of consulting work.
 |

**Guidelines for Service**

**Domain 1: Service to the Department will be assessed with:** All faculty must score a minimum of commendable in each subset of

Domain1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent** |  **Commendable** | **Satisfactory** | **Unsatisfactory** |
| **1.a****Service and Continuous Quality Improvement to the Department** | * Leadership in Departmental committees
* Leadership in Departmental events, such as seminars, faculty development activities, ceremonies
* Leadership in mentoring of junior colleagues
* Consultation provided to other departments or areas of the University
* Leadership in participation in recruiting activities
* Activities directed toward fund raising
* Consultation provided to other departments or areas of the University
* Or other service activities that are verifiably equivalent to any of the above
 | * Active participation in Departmental committees
* Active participation in recruiting activities
* Active mentoring of junior colleagues
* Active participation in Departmental events, such as seminars, faculty development activities, ceremonies
* Active participation in outreach programs which increase the visibility of the Department
* Or other service activities where one is active and are verifiably equivalent to any of the above
 | * Participation in Departmental committees
* Participation in departmental events, such as seminars, faculty development activities, ceremonies
* Participation in outreach programs which increase the visibility of the Department/Programs
* Or other service activities that are verifiably equivalent to any of the above
 | * No documented participation in Departmental committees
* Lacks consistent participation in departmental events, activities or ceremonies
* Lack of participation in outreach programs and/or does not increase the visibility of the Department / Programs
* No other verifiable service activities
 |
| **1.b****Departmental****Collegiality** | * Relationships with colleagues are characterized by mutual support and cooperation, taking initiative in assuming leadership among the faculty.
* Leadership role with colleagues is of the highest standards of honesty, integrity, and confidentiality.
* Takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
* Complies fully with departmental, college and/or university policies and procedures~~,~~ taking a leadership role with colleagues.
 | * Relationships with colleagues are characterized by mutual support and cooperation teacher actively participates in a culture of professional inquiry.
* Actively participates making a substantial contribution.
* Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues.
* Maintains an open mind in team or

 departmental decision making.* Complies fully with departmental, college and/or university policies and procedures~~.~~
 | * Maintains cordial relationships with colleagues.
* Participates in projects when asked to do so.
* Is honest in interactions with colleagues.
* Complies minimally with departmental, college and/or university policies and procedures, doing just enough to get by.
 | * Displays dishonesty in interactions with colleagues, students, and the public.
* Makes decisions and recommendations

 based on self-  serving interests. * Does not comply with departmental, college and/or university policies and procedures.
 |

**Domain 2: Service to the College will be assessed with:** All faculty must score a minimum of satisfactory in each subset of Domain 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent**  |  **Commendable** | **Satisfactory** | **Unsatisfactory** |
| **2.a****College****Collegiality** | * Relationships with colleagues are characterized by mutual support and cooperation, taking initiative in assuming leadership among the faculty.
* Leadership role with colleagues is of the highest standards of honesty, integrity, and confidentiality.
* Takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
* Complies fully with departmental, college and/or university policies and procedures, taking a leadership role with colleagues.
 | * Relationships with colleagues are characterized by mutual support and cooperation teacher actively participates in a culture of professional inquiry.
* Actively participates making a substantial contribution.
* Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues.
* Maintains an open mind in team or

 departmental decision making.* Complies fully with departmental, college and/or university policies and procedures.
 | * Maintains cordial relationships with colleagues.
* Participates in projects when asked to do so.
* Is honest in interactions with colleagues.
* Complies minimally with departmental, college and/or university policies and procedures, doing just enough to get by.
 | * Displays dishonesty in interactions with colleagues, students, and the public.
* Makes decisions and recommendations based on self-serving interests.
* Does not comply departmental, college and/or university policies and procedures.
 |

**Domain 3: Service to the University will be assessed with:** All faculty must score a minimum of satisfactory in each subset of Domain 3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent**  |  **Commendable** | **Satisfactory** | **Unsatisfactory** |
| **3.a****University****Collegiality** | * Relationships with colleagues are characterized by mutual support and cooperation, taking initiative in assuming leadership among the faculty.
* Leadership role with colleagues is of the highest standards of honesty, integrity, and confidentiality.
* Takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
* Complies fully with departmental, college and/or university policies and procedures, taking a leadership role with colleagues.
 | * Relationships with colleagues are characterized by mutual support and cooperation teacher actively participates in a culture of professional inquiry.
* Actively participates making a substantial contribution.
* Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues.
* Maintains an open mind in team or

 departmental decision making.* Complies fully with departmental, college and/or university policies and procedures.
 | * Maintains cordial relationships with colleagues.
* Participates in projects when asked to do so.
* Is honest in interactions with colleagues.
* Complies minimally with departmental, college and/or university policies and procedures, doing just enough to get by.
 | * Displays dishonesty in interactions with colleagues, students, and the public.
* Makes decisions and recommendations based on self-serving interests.
* Does not comply departmental, college and/or university policies and procedures.
 |

**Domain 4: Service to the Profession/Community will be assessed with:** All faculty must score a minimum of satisfactory in each subset of Domain 4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent** |  **Commendable** | **Satisfactory** | **Unsatisfactory** |
| **4.a****Service to the** **Profession/****Community** | * Hold offices within professional organizations
* Involved with creating new programs of study or with revising current programs within the College and/or community
* Lead professional development and/or trainings
* Leadership on state level committees and/or subcommittees for ADE and/or ADHE
* Serve as evaluator/consultant for accreditation bodies (i.e. HLC, CAEP)
* Serving as a reviewer of books and/or research articles
* Serving as an editor of a journal
* Any other contributions to professional organizations
 | * Active membership to professional organizations
* Offices held at professional organizations
* Involved with creating new programs of study or with revising current programs within the College and/or community
* Lead professional development and/or trainings
* Serve on state level committees and/or subcommittees (e.g. ADE, ADHE, ArAAHPERD)
* Serve as evaluator/consultant for accreditation bodies (e.g. HLC, CAEP, CAATE)
* Any other contributions to professional organizations
 | * Active membership to professional organizations
* Offices held at professional organizations
* Involved with creating new programs of study or with revising current programs within the College and/or community
* Lead professional development and/or trainings for partnerschools or other agencies
* Any other contributions to professional organizations
 | * No evidence of membership to professional organizations
* No evidence of work revising or creating programs within the College and/or community
* No evidence of leading professional development / training for partner schools or other agencies
* No evidence of other contributions to professional organizations
 |

**Domain 5: Academic Advising will be assessed with:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent** | **Commendable** | **Satisfactory** | **Unsatisfactory** |
| **5.a****Academic Advising** | * Academic advising
* Successful placement of graduates into job or post-graduate programs
* Or other service activities that are verifiably equivalent to any of the above
* Provides leadership in these areas
 | * Active Academic advising
* Helps with career planning
* Provides references when requested
* Actively assists with job or post-graduate placements
* Or other service activities that are verifiably equivalent to any of the above
 | * Academic advising
* Help with job placements
* Or other service activities that are verifiably equivalent to any of the above
 | * Academic Advising
* Misses appointments without notice
* Will not serve as reference or fails to support reference request
 |

**Domain 6: Collegiality will be assessed by:**

|  |
| --- |
| **Domain 6: Disposition** |
|  | **Excellent** | **Commendable** | **Satisfactory** | **Unsatisfactory** |
| **6.a** **Participating in a Professional Community** | * Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.
* Takes a leadership role in promoting a culture of professional inquiry.
* Actively participates making a substantial contribution, and assuming a leadership role in at least one aspect of college oruniversity.
* Actively participates making a substantial contribution, and assuming a leadership role in at least one aspect of college or university life.
 | * Relationships with colleagues are characterized by mutual support and cooperation teacher actively participates in a culture of professional inquiry.
* Actively participates making a substantial contribution.
 | * Maintains cordial relationships with colleagues.
* Involved in the culture of professional inquiry when invited to do so.
* Participates in projects when asked to do so.
 | * Relationships with colleagues are negative or self-serving.
* Avoids participation in a professional culture of inquiry, resisting opportunities to become involved.
* Avoids becoming involved in school events or school and district projects.
 |
| **6.b****Showing Professionalism**  | * Takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.
* Highly proactive in serving students, seeking out resources when needed.
* Makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
* Takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
* Complies fully with University, College, Department policies and procedures, taking a leadership role with colleagues.
 | * Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.
* Active in serving students, working to ensure that all students receive a fair opportunity to succeed.
* Maintains an open mind in team or departmental decision making.
* Complies fully with University, College, Department policies and procedures.
 | * Honest in interactions with colleagues,

students, and the public* Attempts, though inconsistently, to serve students.
* Does not knowingly contribute to some students’ being ill served by the school.
* Decisions and recommendations are based on limited but genuinely professional considerations.
* Complies minimally with University, College, Department policies and procedures. Doing just enough

to get by. | * **D**isplays dishonesty in interactions with colleagues, students, and the public.
* Not alert to students’ needs and contributes to school practices that result in some students’ being ill served by the school.
* Makes decisions and recommendations

based on self-serving interests. * Does not comply with policies and procedures.
 |

**Guidelines for Teaching**

|  |
| --- |
| **Domain 1: Planning to Teach** |
|  | **Excellent** | **Commendable** | **Satisfactory** | **Unsatisfactory** |
| **1a** **Setting Instructional Outcomes** | * All outcomes represent rigorous and important learning in the discipline.
* The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.
* Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.
* Outcomes take into account the varying needs of individual students.
 | * Most outcomes represent rigorous and important

learning in the discipline.* All the instructional outcomes are clear, are written in the form of student learning, and

suggest viable methods of assessment. * Outcomes reflect several different types of learning and opportunities for coordination.
* Outcomes take into account the varying needs of groups of students.
 | * Outcomes represent moderately high expectations and rigor.
* Some reflect important learning in the discipline and consist of a combination of outcomes and activities.
* Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.
* Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.
 | * Outcomes represent low expectations for students and lack of rigor, and not all

of them reflect important learning in the discipline.* Outcomes are stated as activities rather than as student learning.
* Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.
 |
| **1b****Demonstrating Knowledge of Resources** | * Teacher displays extensive knowledge of resources—not only through the department and university but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.
 | * Teacher displays awareness of resources—not only through department and university but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.
 | * Teacher displays basic awareness department and university resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.
 | * Teacher is unaware of department and university resources for classroom use, for the expansion of his or her own knowledge, or for students.
 |
| **1c****Designing Coherent Instruction**Student Eval Question:10 | * Plans represent the coordination of in-depth content knowledge, understanding of different students’ needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.
* Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.
* The lesson’s or unit’s structure is clear and allows for different pathways according to diverse student needs.
 | * Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.
* The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.
* The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.
 | * Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive

challenge but with no differentiation for different students.* Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.
* The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.
 | * The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.
* The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations.
* Instructional groups do not support the

instructional outcomes and offer no variety. |
| **1d****Designing Student Assessments**Student Eval Questions 11 and 19 | * Teacher’s plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.
* Assessment methodologies have been adapted for individual students, as needed.
* The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
* Teacher intends to use assessment results to plan future instruction for individual students.
 | * Teacher’s plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.
* Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.
* Teacher intends to use assessment results to plan for future instruction for groups of students.
 | * Some of the instructional outcomes are assessed through the proposed approach, but others are not.
* Assessment criteria and standards have been developed, but they are not clear.
* Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.
* Teacher intends to use assessment results to plan for future instruction for the class as a whole.
 | * Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.
* Teacher has no plan to incorporate formative

assessment in the lesson or unit nor any plan to use assessment results in designing future instruction. |

|  |
| --- |
| **Domain 2: The Learning Environment** |
|  | **Excellent** | **Commendable** | **Satisfactory** | **Unsatisfactory** |
| **2a****Demonstrating knowledge of students** | * Teacher actively seeks knowledge of students’ levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources.
* This information is acquired for individual students.
 | * Teacher understands the active nature of student learning and attains information about levels of development for groups of students.
* The teacher also purposefully seeks knowledge from several sources of students’ backgrounds, cultures, skills, language proficiency, interests,

and special needs and attains this knowledge about groups of students. | * Teacher indicates the importance of understanding how students learn and the

students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole. | * Teacher demonstrates little or no understanding of how students learn and little knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.
 |
| **2b****Establishing a Culture for Learning** | * The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.
* The teacher conveys high expectations for learning by all students and insists on hard work.
* Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.
 | * The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.
* The teacher conveys that with hard work students can be successful.
* Students understand their role as learners and consistently expend effort to learn.
* Classroom interactions support learning and hard work.
 | * The classroom culture is characterized by little commitment to learning by teacher or students.
* The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a

task, rather than quality. * The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.
 | * The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand.
* Hard work is not expected or valued.
* Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only

one or two students. |
| **2c** **Managing Classroom Procedures** | * Instructional time is maximized because of efficient classroom routines and procedures.
* Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.
* Routines are well understood and may be initiated

by students. | * There is little loss of instructional time because of effective classroom routines and procedures.
* The teacher’s management of instructional

groups and the handling of materials and supplies are consistently successful. * With minimal guidance and prompting, students follow established classroom routines.
 | * Some instructional time is lost through only partially effective classroom routines and procedures.
* The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the

result being some disruption of learning. * With regular guidance and prompting, students follow established routines.
 | * Much instructional time is lost through inefficient classroom routines and procedures.
* There is little or no evidence that the

teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. * There is little evidence that students know or follow established routines.
 |
| **2d** **Managing Student Behavior** | * Student behavior is entirely appropriate.
* Students take an active role in monitoring their own behavior and that of other students against standards of conduct.
* Teachers’ monitoring of student behavior is subtle and preventive.
* Teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity.
 | * Student behavior is generally appropriate.
* The teacher monitors student behavior against established standards of conduct.
* Teacher response to student misbehavior is

consistent, proportionate, respectful to students, and effective. | * Standards of conduct appear to have been established, but their implementation is inconsistent.
* Teacher tries, with uneven results, to monitor student behavior and respond to student

misbehavior. * There is inconsistent implementation of the standards of conduct.
 | * There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.
* Students challenge the standards of conduct.
* Response to students’ misbehavior is repressive or disrespectful of student dignity.
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| **Domain 3: Instruction** |
|  | **Excellent** | **Commendable** | **Satisfactory** | **Unsatisfactory** |
| **3a** **Communicating with Students****Student Eval Questions:****11, 12, 15, 16** | * The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.
* The teacher’s explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interests. Students contribute to extending the content and help explain concepts to their classmates.
* The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies.
 | * The teacher clearly communicates instructional

purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. * Teacher’s explanation of content is well scaffolded,

clear and accurate, and connects with students’ knowledge and experience.* During the explanation of content, the teacher invites student intellectual engagement.
* Teacher’s spoken and written language is clear and correct and uses vocabulary appropriate to the students’ ages and interests.
 | * The teacher’s attempt to explain the instructional

purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.* The teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to

follow. * The teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement.
* Teacher’s spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds.
 | * The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.
* The teacher’s explanation of the content contains major errors.
* The teacher’s spoken or written language contains errors of grammar or syntax.
* The teacher’s vocabulary is inappropriate,

vague, or used incorrectly, leaving students confused. |
| **3b****Questioning and Discussion Techniques****Student Eval Question:****14**  | * Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote self-reflection. Students formulate many questions, initiate

topics, and make unsolicited contributions. * Students themselves ensure that all voices are heard in the discussion.
 | * Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.
* Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.
* Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.
 | * Teacher’s questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.
* Interaction between teacher and students is

predominantly recitation style, with the teacher mediating all questions and answers. * A few students dominate the discussion.
 | * Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance.
* Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.
* Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.
 |
| **3c** **Engaging Students in Learning** | * Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.
* In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.
* The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.
* Students may have some choice in how they complete tasks and may serve as resources for one another.
 | * The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging

content and are supported in that engagement by teacher scaffolding. * The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.
 | * The learning tasks and activities are partially aligned with the instructional outcomes

but require only minimal thinking by students, allowing most to be passive or merely compliant. * The pacing of the lesson may not provide

students the time needed to be intellectually engaged. | * The learning tasks and activities, materials,

resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. * The pace of the lesson is too slow or too rushed.
* Few students are intellectually engaged or interested.
 |
| **3d****Using Assessment in Instruction** **Student Eval Questions:****11, 19, 23** | * Assessment is fully integrated into instruction through extensive use of formative assessment.
* Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress.
* A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.
* Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.
 | * Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.
* Students appear to be aware of the assessment criteria; some of them engage in self-assessment.
* Questions, prompts, assessments are used to diagnose evidence of learning.
 | * Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.
* Feedback to students in general, students appear to be only partially aware of the

assessment criteria used to evaluate their work, and few assess their own work.* Questions, prompts, and assessments are rarely used to diagnose evidence of learning.
 | * There is little or no assessment or monitoring

of student learning; feedback is absent or of poor quality. * Students do not appear to be aware of the assessment criteria and do not engage in

self-assessment. |
| **3e** **Demonstrating Flexibility and Responsiveness****Student Eval Question:****13** | * Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and

differentiates instruction to address individual student misunderstandings.* Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
 | * Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.
* Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.
 | * Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.
* Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.
 | * Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.
* Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.
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| **Domain 4: Professional Responsibilities**  |
|  | **Excellent** | **Commendable** | **Satisfactory** | **Unsatisfactory** | **N/A** |
| **4a** **Reflecting on Teaching** | * Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes,

citing many specific examples from the lesson and weighing the relative strengths of each. * Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
 | * Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved instructional outcomes and can cite general references to support the judgment.
* Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.
 | * Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met.
* Teacher makes general suggestions about how a lesson could be improved.
 | * Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.
* Teacher has no suggestions for how a lesson could be improved.
 | Not Applicable or Not Observed |
| **4b****Maintaining Accurate Records** | * Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.
* Students contribute information and participate in maintaining the records.
 | * Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.
 | * Teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.
* Teacher’s records for noninstructional activities are adequate but require frequent monitoring to avoid errors.
 | * Teacher’s system for maintaining information

on student completion of assignments and student progress in learning is nonexistent or in disarray.* Teacher’s records for noninstructional activities are in disarray, resulting in errors and confusion.
 | Not Applicable or Not Observed |
| **4c****Pedagogy/Curricular**  | **Any three of the following*** Development of course materials to improve instructions (textbooks, lab manuals, multi-media teaching materials etc.)
* Application of newly acquired knowledge of instructional methods
* Mentorship of students in research resulting in presentations at meetings
* Teaching with Technology Grant Award

Or other teaching activities that are verifiably equivalent to the above | **Any two of the following*** Development of course materials to improve instructions (textbooks, lab manuals, multi-media teaching materials etc.)
* Application of newly acquired knowledge of instructional methods
* Mentorship of students in research resulting in presentations at meetings
* Teaching with Technology Grant Award
* Or other teaching activities that are verifiably equivalent to the above
 | **Any one of the following*** Development of course materials to improve instructions (textbooks, lab manuals, multi-media teaching materials etc.)
* Application of newly acquired knowledge of instructional methods
* Mentorship of students in research resulting in presentations at meetings
* Teaching with Technology Grant Award
* Or other teaching activities that are verifiably equivalent to the above
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