

Domain 1: Planning and Preparation

	Unsatisfactory	Developing	Proficient	Exemplary
Knowledge of Content and Pedagogy	The teacher demonstrates inadequate knowledge of the content and pedagogy through the planning and instruction processes. The aims, goals, and outcomes are somewhat reflected in the lessons and units. The teacher has limited knowledge of the content of the curriculum. The teacher does not engage in professional development.	The teacher satisfactorily demonstrates knowledge of the content and pedagogy through the planning and instruction processes. The aims, goals, and outcomes are generally reflected in the lessons and units. The teacher participates in professional development when encouraged or required.	The teacher demonstrates a good understanding of the knowledge of the content and pedagogy through the planning and instruction processes. The aims, goals, and outcomes are specifically reflected in the lessons and units. The teacher frequently participates in professional development to further understanding.	The teacher demonstrates extensive knowledge of the content and pedagogy through the planning and instruction processes. The aims, goals, and outcomes are specifically reflected in the lessons and units. The teacher participates in professional development to further understanding.
Knowledge of Students	The teacher demonstrates little or no knowledge of students' background, skills, knowledge, and interests from a variety of sources. Special considerations are not explored for special needs of students. Teacher does not demonstrate willingness to seek such an understanding.	The teacher indicates the importance of understanding students' background, skills, knowledge, and interests from a variety of sources. Special considerations are also explored for special needs of students. Knowledge of the class as a whole is attained.	The teacher actively seeks knowledge of students' background, skills, knowledge, and interests from a variety of sources. Special considerations are also executed to support special needs of students. Knowledge of the group of students is attained.	The teacher actively seeks knowledge of students' background, skills, knowledge, and interests from a variety of sources and adjusts accordingly. Special considerations are designed to enhance students learning for all students. Knowledge of individual students is attained.
Setting Instructional Outcomes	Instructional outcomes are unsuitable for the students and represent low level learning and may be stated only as activities. As a result, they do not provide viable assessments.	Instructional outcomes are stated as goals that can be assessed, reflecting moderately rigorous learning and curriculum standards. They represent desired results, assessment evidence and a learning plan. The setting of instructional outcomes is suited for most students in the class.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent desired results (understandings of what students need to know and what they will be able to do). There is an assessment and a learning plan. The setting of instructional outcomes is suited for most students in the class.	Instructional outcomes are clearly stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. The desired results, understandings and goals of what students need to know and do are based on achieving a deeper understanding; there is an effective assessment and a learning plan that achieves success for all students in the class.

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	Unsatisfactory	Developing	Proficient	Exemplary
Knowledge of Resources	The teacher demonstrates little or no familiarity with the accepted resources. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with the resources approved by the school division and the Ministry of Education. The teacher demonstrates appropriate use of the resources and can seek additional resources to enhance own knowledge.	The teacher effectively uses the required resources as approved by the school division and the Ministry of Education to reach desired outcomes of the curriculum. The teacher demonstrates appropriate use of the resources and can seek additional resources to enhance own knowledge. Resources for classroom use are also appropriate for most students.	The teacher is fully aware of the resources approved through the school division and the Ministry of Education. The teacher designs use of resources to have students achieve the required outcomes. The teacher demonstrates appropriate and effective use of the resources. The teacher will seek additional resources to enhance own knowledge. Use of resources is appropriate for all.
Designing Coherent Instruction	The series of learning experiences is poorly aligned with instructional goals, aims and outcomes of the curriculum.	The teacher somewhat coordinates the knowledge of content, students and resources to design a series of experiences aligned to meet the instructional goals and outcomes of the curriculum. Differentiation of instruction occurs where appropriate. Instruction engages some students in learning. The lesson/unit has some apparent structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, students and resources to design a series of learning experiences aligned to meet the instructional goals, aims and outcomes of the curriculum. Indicators are considered in the process to develop aspects of factual, conceptual, procedural and metacognitive knowledge. Differentiation of instruction occurs where appropriate. Instruction engages most students in learning. The lesson/unit is structured to allow for a few different pathways according to the needs of students.	The teacher masterfully coordinates knowledge of content, students and resources to design a series of well developed learning experiences. These are aligned to meet the instructional goals, aims and outcomes of the curriculum. Curriculum indicators are clearly used to develop factual, conceptual, procedural and metacognitive knowledge. Differentiation of instruction occurs where appropriate and instruction engages all students in significant learning. The lesson/unit is cohesively structured and allows for different pathways according to the needs of students.
Reflecting on Teaching	The teacher does not accurately assess the effectiveness of the lesson and has no ideas on how to improve the lesson, planning or preparation.	The teacher provides an accurate and objective description of the lesson, planning or preparation but does not cite specific evidence. The teacher only makes suggestions as to how the lesson might be improved.	The teacher provides an accurate and objective description of the lesson, planning and preparation, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.	The teacher's reflection on the lesson, planning and preparation is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success.

Domain 2: Classroom Environment

	Unsatisfactory	Developing	Proficient	Exemplary
Establishing a Culture of Learning	The teacher minimally adheres to the outcomes of the curriculum and exhibits little enthusiasm for content. A negative attitude is conveyed toward the subject matter. Little encouragement is given to students resulting in students going through the motions of classroom work showing little or no pride in accomplishments.	The teacher adheres to the outcomes of the curriculum and attempts to create an enthusiastic culture of learning. Modest expectations are placed on students. Students show little pride in their work.	The teacher usually displays an enthusiasm for the subject enhancing the outcomes of the curriculum. An environment where students are actively participating and displaying a curiosity about the subject matter is evident. Students demonstrate pride in their work.	The teacher always displays an enthusiasm for the subject and creates a culture for learning enhancing the outcomes of the curriculum. An environment of high standards is set and students are actively participating, displaying curiosity about the subject matter and initiating improvements to their work. Students demonstrate pride in their work.
Organizing Physical Space	The teacher does not create a safe classroom. Learning is not accessible to some students. Arrangement of furniture hinders learning activities. The teacher makes poor use of resources.	The teacher has created a safe classroom and essential learning is accessible to most students. Physical resources are used adequately. Furniture may be occasionally adjusted for a lesson, but with limited effectiveness.	The teacher has created a safe classroom and learning is equally accessible to all students. Teaching and learning zones have been arranged. Physical resources are used appropriately and are accessible to most students.	The teacher has created a classroom that is safe, and the physical arrangement ensures the learning of all students. Teaching and learning zones are arranged to focus optimal learning. Physical resources including technology are arranged to focus learning and are easily accessible to all students.
Managing Classroom Procedures	Minimal standards of conduct appear to have been established by the teacher and students are confused as to appropriate behaviour. Much instructional time is lost because classroom routines for transitions and management of materials and supplies are not effective or have not been established.	The teacher has established standards of conduct and most students seem to understand them. Some instructional time is lost because classroom routines for transitions and management of materials and supplies are only partially effective.	The teacher manages instructional time so students are attentive and involved for most of the lesson. The teacher manages transition time with little instructional time lost. Effective routines have been established to manage materials and supplies with little loss of instructional time.	The teacher has established high expectations for students during instructional and non-instructional time so students are consistently engaged. Transitions are seamless with no loss of instructional time. Management of materials and supplies is handled through efficient routines.

Domain 2: Classroom Environment

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Managing Student Behaviour	The teacher has established minimal standards of conduct for students. Classroom atmosphere is rarely conducive to learning. Students' behaviour is seldom monitored. Discipline strategies are ineffective. Response to misbehaviour is inconsistent or inappropriate and does not respect the student's dignity.	The teacher has made an effort to establish standards of conduct for students. The teacher tries to maintain an atmosphere conducive to learning. Student behaviour is monitored with uneven results and strategies used in response to misbehaviour are sometimes effective.	The teacher has established and maintains expectations for students' conduct. Students are aware of the expectations with some taking an active role in monitoring their own behaviour. The teacher usually maintains an atmosphere conducive to learning. Teacher is aware of student behaviour at all times. Teacher usually uses respectful strategies in response to misbehaviour and is usually effective.	The teacher has established and maintains high expectations for students' conduct following the school discipline policy. The expectations are clear to students allowing students to take an active role in monitoring their behaviour. The teacher always maintains an atmosphere conducive to learning. Monitoring of behaviour is subtle and preventative. The teacher's response to misbehaviour is sensitive to individual student's needs maintaining student's dignity and is highly effective.
Creating an Environment of Respect and Rapport	The teacher's interactions with students are sometimes negative or inappropriate to the age, culture or development of students. Sarcasm, put-downs, or conflict are evident. The teacher is unaware of the poor quality of interactions and has minimal strategies for creating appropriate relationships. There is little evidence of mutual respect.	The teacher's interactions with students are generally appropriate and free from conflict. Occasional inconsistencies such as displays of insensitivity or disregard for cultural or developmental differences are evident. Students generally show respect for teacher.	The teacher's interactions with students are usually respectful reflecting values modeled in Christianity. Genuine warmth, care and sensitivity for students' physical, psychological, social, cultural well being as well as level of development are evident. Mutual respect is evident.	The teacher's interactions with students are always respectful reflecting values modeled in Christianity. Genuine warmth, care and sensitivity for students' physical, psychological, social, cultural well being as well as level of development are evident. Mutual respect is evident.

Domain 3: Instruction

	Unsatisfactory	Developing	Proficient	Exemplary
<p>Goal - Learning Outcome Clearly Communicated</p>	<p>The teacher proceeds with learning goal or goals of the lesson. The students appear unsure of the knowledge or skills they need to demonstrate to meet with success. There is little correlation between activities and curriculum outcomes. The expectations are the same for all students; there are no adaptations made for any students.</p>	<p>The teacher states the learning goal or goals at the outset of the lesson and assumes students understand the knowledge or skills they will need to demonstrate in order to verify their achievement of the goal or goals. The activities are related to the topic stated in the goal or goals. The link to curriculum outcomes is weak. There are attempts to make adaptations aiming at attainable success for some students.</p>	<p>The teacher conveys the learning goal or goals at the outset of the lesson and looks for evidence that students understand the knowledge or skills they will need to demonstrate in order to verify their achievement of the goal or goals. There is a strong connection between the planned activities and the measurable student progress toward the curriculum based goal or goals with some attention to adaptations made, aiming for attainable success for most students.</p>	<p>The teacher clearly conveys the learning goal or goals at the outset of the lesson and elicits student feedback to ensure that students understand the knowledge or skills they will need to demonstrate in order to verify their achievement of the goal or goals. There is a direct relationship between the planned activities and the curriculum outcome. There are adaptations aiming at attainable success for all students.</p>
<p>Assessing Prior Knowledge</p>	<p>The teacher makes little attempt to access prior knowledge, if it happens it is incidental rather than by design. It may cue a few learners to call upon their personal knowledge and thus become an opportunity for one or two students to change the intent of the lesson.</p>	<p>There is a plan to access prior knowledge but it is not effective and student responses do not influence the development of the lesson. There is a loose connection to the stated goal or goals. The prompt will cue some learners to call upon their personal knowledge. The prompt may take on a life of its own and extend into the time meant for the lesson.</p>	<p>The teacher plans to access prior knowledge considering how the students' responses will affect the rest of the lesson. There is a close relationship to the stated goal or goals. The prompt purposefully cues most learners to call upon their personal knowledge. The prompt is brief and prepares most students to engage in the lesson.</p>	<p>The teacher deliberately plans to access prior knowledge, anticipating how the students' responses will affect the rest of the lesson. It is directly related to the stated goal or goals. The prompt purposefully cues all learners to call upon their personal knowledge. The prompt is brief and prepares all students to engage in the lesson.</p>

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New Knowledge or Skills Acquired	There is no sense that any new knowledge or skills are to be acquired. There are no processes for students to gather facts and organize information or to practice a skill because the teacher does the gathering of facts and organizing of information and/or students are expected to practice a skill without being taught. Instructional groups are inappropriate to the students or to the instructional goals. Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	It is unclear whether it is knowledge or skills that are to be acquired. The process to gather facts and organize information is assumed. Some students are engaged in gathering and organizing information or following steps and practicing to gain automaticity. Instructional groups are only partially appropriate and few are productive. Instructional material is only partially appropriate for some students. Pacing of the lesson is inconsistent.	It is evident whether it is knowledge or skills that are to be acquired. The processes to gather facts and organize information or to practice are referenced. There is a description of what success might look like. Most students are engaged in gathering and organizing information or following steps and practicing to gain automaticity. The learning is somewhat differentiated to address the needs of most learners. Instructional groups are appropriate to the goals and most are productive. Instructional materials and resources are suitable to the instructional goals. Pacing is appropriate for most students.	It is clearly evident whether it is knowledge or skills that are to be acquired. In acquiring knowledge or skills the process to gather facts and organize information or to practice are very clear to the learner. Models of what success looks like are presented. All students are cognitively engaged in gathering and organizing information or following and practicing steps to gain automaticity. The learning is scaffolded to address the needs of all learners. Students are given feedback to adjust their learning. Instructional groups are productive and appropriate to the goals. Instructional materials and resources are suitable to the instructional goals and students initiate choice. Pacing is appropriate for all students.
Application of New Knowledge or Skill	The specific skill has not been outlined in the lesson. The knowledge or skills are not identified. In a lesson focused on acquiring knowledge, students are engaged in memorizing facts with little opportunity to develop higher level thinking skills. In a lesson focused on acquiring skills students are practicing what they already know with little feedback to help them adjust their practice. They do not appear aware of desired learning outcomes and where their performance lies.	The specific skill has been somewhat outlined in the lesson. The knowledge or skill identified somewhat meets the demands to have students achieve an understanding of the outcome. In a lesson focused on acquiring knowledge, some students are demonstrating thinking skills that are at the lower level on the continuum of thinking skills. The expectation is mostly recall or classification of basic facts. Some may be conceptualizing or predicting with some instances of application – comparing or making an analogy. In a lesson focused on acquiring skills few students are getting feedback and the use of feedback to adjust practice or track learning is incidental.	The specific skill has been outlined in the lesson. The knowledge or skill identified meets the demands to have students achieve an understanding of the outcome. In a lesson focused on acquiring knowledge, some students are demonstrating thinking skills that are at the higher levels on the continuum of thinking skills such as evaluation: making a decision, persuading, making a judgment; synthesis: forming and testing a hypothesis or solving a problem; or analysis: expressing a point of view or identifying a system or structure, inferring. In a lesson focused on acquiring skills students are getting and using feedback to adjust their practice and track their learning.	The specific knowledge or skill has been outlined in the lesson. The knowledge or skill identified best meets the demands to have students achieve a deep understanding of the outcome. In a lesson focused on acquiring knowledge, the students are demonstrating thinking skills that are at the higher levels on the continuum of thinking skills such as evaluation: making a decision, persuading, making a judgment; synthesis: forming and testing a hypothesis or solving a problem; or analysis: expressing a point of view or identifying a system or structure, inferring. In a lesson focused on acquiring skills students are getting and using feedback to adjust their practice and track their learning.

Domain 3: Instruction

	Unsatisfactory	Developing	Proficient	Exemplary
Assessing for Learning	<p>Incidental assessment and feedback may not be related to the identified learning goals. Assessment is not purposefully used in instruction, either through monitoring of progress by the teacher or students, or feedback to students. Students are not aware of the assessment criteria used to assess their work.</p>	<p>Occasional assessment and feedback is indirectly related to the stated learning goals. Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students happens randomly. Students may be aware of some of the assessment criteria used to assess their work.</p>	<p>Periodic assessment and feedback is somewhat related to the stated learning goals. Assessment is periodically used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality descriptive feedback to students. Students are fully aware of the assessment criteria used to assess their work.</p>	<p>Ongoing assessment and feedback is directly related to the identified learning goals. Assessment is continuously used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher, and high-quality descriptive feedback to students from a variety of sources.</p>
Generalize or summarize knowledge learned	<p>The lesson ends abruptly when the bell rings. There are no opportunities to summarize or to generalize the learning that has taken place. Students are informed that they will be continuing in the next class.</p>	<p>During the last few minutes of the lesson, the teacher summarizes or generalizes the expected outcomes of the lesson. The teacher tells the students how the lesson related to the learning goal identified at the beginning of the lesson and lets them know what the next steps will be.</p>	<p>During the last few minutes of the lesson, some students are called upon to summarize or generalize their learning. The generalizing provides opportunity for some students to self-assess linked to the learning goal identified at the beginning of the lesson and suggests possible next steps for the student and teacher for the next lesson.</p>	<p>During the last few minutes of the lesson all students are expected to summarize or generalize their learning. The generalizing provides an opportunity for all students to self-assess based directly on the learning goal identified at the beginning of the lesson and provides the logical next steps for the students and teacher for the next lesson.</p>

Domain 4: Professional Responsibility

	Unsatisfactory	Developing	Proficient	Exemplary
Maintaining Accurate Records	The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion. Relevant division technology is not utilized.	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary, appear to be disjointed and are only partially effective. The teacher attempts to utilize relevant school division technology but the technology is only partially utilized.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient and effective. The teacher demonstrates familiarity with relevant school division technology and the technology is utilized as outlined.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective, and students contribute to its maintenance. The teacher demonstrates proficiency in relevant school division technology and the technology is utilized as outlined.
Communicating With Families	The teacher's communication with families about instructional program or about individual students is sporadic, damaging, or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. However communications are not always productive or appropriate to the culture of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a caring Christian and culturally appropriate manner.	The teacher's communication with families is frequent, carried out in a caring Christian manner and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program as appropriate, such as providing descriptive feedback. Areas of success and opportunities for growth are communicated in the Christian and caring manner.
Participating in a Professional Community	The teacher avoids participating in a professional community or in school and division events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and division events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and division events and projects, and maintains positive and productive relationships and colleagues.	The teacher makes a substantial contribution to the professional community and to school and division events and projects. The teacher assumes a leadership role among colleagues.