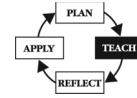




**Assessment of Teaching Practice**  
**Feedback Form**



Teacher \_\_\_\_\_ Observer(s) \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_ Date \_\_\_\_\_

**DIRECTIONS:**

*With the teacher, examine all the evidence generated by the lesson.*

*Look jointly at the Levels of Performance by component for each domain. Highlight or circle the relevant part(s) of the statements. Together, review the Domain Summaries and develop suggestions for future practice.*

**Summary of Teaching Performance**

**Areas Needing Improvement**

**Suggestions / Next Steps**

## DOMAIN 1: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>1a: Demonstrating Knowledge of Content Pedagogy</b>  <i>Teacher's planning and practice reveals...</i>	content errors, little understanding of content, prerequisite relationships, and/or appropriate pedagogy.	limited awareness of important content/prerequisites, and/or appropriate pedagogy.	solid knowledge of content, prerequisite relationships, and/or a wide range of effective pedagogical approaches.	extensive knowledge of content, connections, and/or a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
<b>1b: Demonstrating Knowledge of Students</b>  <i>Teacher recognizes and displays...</i>	little or no understanding of students' developmental or learning characteristics, skills, abilities, special medical or learning needs, and/or cultural heritage.	partial, whole-class understanding of students' developmental or learning characteristics, skills, abilities, special medical or learning needs, and/or cultural heritage.	current, accurate, whole-class and group understanding of students' developmental or learning characteristics, skills, abilities, special medical or learning needs, and/or cultural heritage.	extensive understanding of individual students' developmental or learning characteristics, skills, abilities, special medical or learning needs, and/or cultural heritage.
<b>1c: Setting Instructional Outcomes</b>  <i>Outcomes represent...</i>	low expectations for students, one type of learning/strand, a lack of suitability for class, or does not permit viable methods of assessment.	moderate expectations for students, suitability, clarity, and measurability, several types of learning, no attempt at integration.	appropriate expectations and suitability for the whole class, clarity, measurability, some opportunities for integration, and/or individualization.	a consistently high degree of expectation and suitability for individual students, clarity, measurability, and regular opportunities for different types of integration.
<b>1d: Demonstrating Knowledge of Resources</b>  <i>Teacher displays...</i>	lack of awareness of school/district resources for classroom, student or pedagogical use.	awareness of school/district resources for classroom, student or pedagogical use; no knowledge of broader resources.	awareness of school/district resources for classroom, student or pedagogical use; some knowledge of broader resources.	extensive knowledge of school/district and broader resources for classroom, student or pedagogical use.
<b>1e: Designing Coherent Instruction</b>  <i>The elements of the instructional design...</i>	are not suitable for students, nor rigorous or coherent; do not support the outcomes, and/or time allocations are unrealistic.	are partially suitable, with minimal rigor and support of the outcomes. The lesson has a recognizable structure; most time allocations are reasonable.	are fully suitable, rigorous, coherent, support the outcomes, and are differentiated; time allocations are reasonable.	are highly suitable, rigorous, and coherent, showing evidence of student input, and providing for differentiated pathways to learning.
<b>1f: Designing Student Assessments</b>  <i>Student assessments...</i>	are not congruent with outcomes and/or contain no criteria or standards; have no formative elements, and teacher has no plans to use results in designing future instruction.	measure only some outcomes, have unclear criteria/standards, contain a rudimentary formative approach, and results are intended to be used to plan for the class as a whole.	measure all outcomes, have clear criteria, may have been adapted for groups of students, contain well-developed approaches to formative assessment; results are intended to be used to plan for groups of students.	measure all outcomes, are adapted for individuals, reflect student input, contain clear criteria. Formative assessment results are used by teachers and students to guide individual learning.

<b>Domain Levels of Performance</b>				
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Domain I Planning and Preparation</b>	Teacher's plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.	Teacher's plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals.	Teacher's plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.	Teacher's plans, based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the teacher's plans— instructional outcomes, learning activities, materials, resources, and assessments—are in complete alignment and are adapted as needed for individual students.

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p><b>2a: Creating an Environment of Respect and Rapport</b></p> <p><i>Teacher interactions with students and student-student interactions...</i></p>	are characterized by conflict, negativity, sarcasm, disrespect, or put-downs.	are generally appropriate for student age and culture with occasional inconsistencies. Classroom interactions reveal a minimal level of respect.	reflect genuine warmth and caring; are respectful of the age and culture of groups of students.	reflect genuine respect and caring both for individuals and groups. Students monitor and correct each other's interactions with high levels of civility.
<p><b>2b: Establishing a Culture for Learning</b></p> <p><i>Teacher and/or student attitudes...</i></p>	are negative toward the content, outcomes, or activities; convey low expectations for at least some students; and students show minimal pride in work.	reflect minimal value of the content, outcomes, or activities; modest expectations for student learning; and students show minimal acceptance of the responsibility to do good work.	show enthusiasm for, and commitment to, the content, outcomes, and activities; convey high expectations for most students who accept the importance of high-quality work and take pride in that work.	show that students have internalized high expectations for learning and value of the content by taking ownership of their work and initiation of improvements to it.
<p><b>2c: Managing Classroom Procedures</b></p> <p><i>Routines, procedures, and transitions are...</i></p>	nonexistent or inefficient, with considerable loss of instructional time; poor use/function of instructional groups and/or numerous students off-task.	established and function moderately well, with some loss of instructional time, limited use/function of instructional groups, and some students off-task.	established and function smoothly, with most students productively on-task and little waste of instructional time.	established and function seamlessly, with no loss of instructional time, all students on-task with students assuming responsibility for smooth and efficient operations.
<p><b>2d: Managing Student Behavior</b></p> <p><i>Standards for student conduct...</i></p>	appear to have not been established or students are unaware of them; are not monitored nor responded to effectively.	exist and most students are aware of them; are monitored and/or responded to with uneven results, or there are no major rule infractions.	are clear to all students; are monitored consistently and responded to appropriately, successfully, and respectfully, or student behavior is generally appropriate.	are clear to all students, were prepared with student input; are monitored subtly, effectively, and preventively by both teacher and students. Teacher response to misbehavior is highly effective and sensitive to individual needs, or student behavior is entirely appropriate.
<p><b>2e: Organizing the Physical Space</b></p> <p><i>The physical environment is...</i></p>	unsafe and/or learning is not accessible to all; the furniture arrangement hinders learning, and/or the teacher makes poor use of physical resources.	safe, and learning is accessible to all; furniture adjustment is partially effective, and teacher uses physical resources adequately.	safe, and learning is accessible to all; furniture arrangement is a resource for learning, and teacher uses physical resources skillfully.	safe, and students ensure that learning is accessible to all students. Students adjust the furniture to advance their learning, and teacher and students use physical resources skillfully.

<b>Domain Levels of Performance</b>				
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Domain 2 The Classroom Environment</b>	Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.	Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect.	Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.	Students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.

## DOMAIN 3: INSTRUCTION

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>3a: Communicating with Students</b>  <i>The teacher's purpose, directions, procedures, and/or explanations...</i>	are unclear or confusing to students; teacher's communication contains errors and/or is inappropriate.	are somewhat clear to students, represent use of standard English but with limited or inappropriate vocabulary, and are sometimes in need of further clarification.	are clear to students, situated within the learning, and connect with students' knowledge and experience. They conform to standard English, and are appropriate.	are clear, correct, and extend student knowledge and thinking. Content explanations are imaginative, anticipate misconceptions, and/or reflect student input.
<b>3b: Using Questioning and Discussion Techniques</b>  <i>Teacher's questions...</i>	are of low-cognitive challenge; allow no or limited wait time; are recitation style with teacher mediating all responses; are answered by a few students.	are a mixture of low- and high-cognitive challenge, with limited wait time; reflect an attempt at genuine discussion with all students, with uneven results.	are of high-cognitive challenge with appropriate wait time; successfully involve all students in genuine discussion, with teacher stepping aside when appropriate.	are of uniformly high quality, with students formulating many questions, assuming responsibility for the success of the discussion, and/or ensuring all voices are heard.
<b>3c: Engaging Students in Learning</b>  <i>Students' intellectual involvement with the content is...</i>	absent or minimal, due to inappropriate activities, groupings, materials/resources, pacing, or lesson structure.	uneven, due to varying appropriateness of activities, groupings, and/or material/resources. Pacing and/or lesson structure is inconsistently maintained.	consistently maintained due to appropriate activities, assignments, groupings, and/or materials/resources. The lesson has a clearly defined structure, and pacing is appropriate.	rigorous for all students, due to the active role students play in initiating, adapting, and facilitating activities and projects. Pacing is appropriate, allowing for reflection and closure.
<b>3d: Using Assessment in Instruction</b>  <i>The students...</i>	are not aware of the criteria/performance standards; do not engage in self-assessment or monitoring of progress; do not receive timely, consistent, high-quality teacher feedback.	know some of the criteria/performance standards and use them occasionally to assess their work against them; receive whole-class teacher feedback that varies in timeliness.	are fully aware of criteria/performance standards, and frequently self-assess against them; receive teacher feedback that is consistent, timely, and based on limited diagnostic data.	are fully aware of and may have contributed to the criteria/performance standards and/or frequently use them to self-assess; consistently receive and use high-quality teacher feedback based on diagnostic data.
<b>3e: Demonstrating Flexibility and Responsiveness</b>  <i>The teacher...</i>	adheres rigidly to a lesson plan. When a change is indicated, ignores or brushes aside student questions, and gives up or blames the student, home environment, or others when a student has difficulty learning.	attempts to adjust a lesson when indicated, with partially successful results; attempts to accommodate student questions/interests with resulting pacing disruptions; accepts responsibility for the success of all students, but has a limited repertoire of instructional strategies.	makes a smooth, minor lesson adjustment, successfully accommodates students' questions/interests, and persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	successfully makes a major, needed lesson adjustment, seizes a major opportunity to enhance learning, and persists in seeking effective approaches for students who need help, by using an extensive repertoire of strategies, and/or soliciting additional resources from the school.

<b>Domain Levels of Performance</b>				
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Domain 3 Instruction</b>	Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.	Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan and in response to students' interests and their success in learning.	All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher and students make productive use of assessment. The teacher demonstrates flexibility in contributing to the success of the lesson and of each student.	All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The teacher persists in the search for approaches to meet the needs of every student.

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>4a: Reflecting on Teaching</b>  <i>Teacher reflection on lesson...</i>	does not accurately assess the lesson's effectiveness, the degree to which outcomes were met, and/or has no suggestions for how a lesson could be improved.	is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met, and/or makes general suggestions about how a lesson could be improved.	accurately assesses the lesson's effectiveness/degree to which outcomes were met, and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	accurately, thoughtfully assesses the lesson's effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.
<b>4b: Maintaining Accurate Records</b>  <i>The teacher's system for maintaining information on...</i>	student completion of assignments, student progress in learning, and/or non-instructional activities are either absent or in disarray.	student completion of assignments, progress in learning, and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.	student completion of assignments, student progress in learning, and/or non-instructional activities are fully effective.	student completion of assignments, progress in learning, and/or non-instructional activities is fully effective, and students contribute to their maintenance and/or interpretation.
<b>4c: Communicating with Families</b>  <i>Teacher provides...</i>	little/no information to families about the instructional program and/or individual students; communication with families is insensitive or inappropriate to the culture of the families, and/or makes no attempt to engage families in the instructional program.	minimal and/or occasionally insensitive communication/responses to family concerns; partially successful attempts to engage families in the instructional program.	frequent, culturally appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	frequent, culturally appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.
<b>4d: Participating in a Professional Community</b>  <i>Teacher's relationships with colleagues...</i>	are negative or self-serving; teacher avoids participation in a culture of inquiry, and/or avoids becoming involved in school events, and/or school and district projects.	are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events, and/or school/district projects when asked.	are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events, and school/district projects, with teacher making substantial contributions.	are characterized by mutual support, cooperation, and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
<b>4e: Growing and Developing Professionally</b>  <i>Teacher engages in...</i>	no professional development activities, and/or resists feedback on teaching performance, and/or makes no effort to share knowledge with others or to assume professional responsibilities.	professional activities to a limited extent and/or accepts, with some reluctance, feedback on teaching performance, and/or finds limited ways to contribute to the profession.	seeking out professional development opportunities, welcomes feedback on performance, and participates actively in assisting other educators.	seeking out opportunities for professional development and making a systematic effort to conduct action research, seek out feedback, and initiate important activities to contribute to the profession.
<b>4f: Showing Professionalism</b>  <i>Teacher's professional interactions are characterized by...</i>	questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	honesty, integrity, confidentiality, and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with school/district regulations.	the highest standards of honesty, integrity, and confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, and in ensuring full compliance with school/district regulations.



<b>Domain Levels of Performance</b>				
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Domain 4 Professional Responsibilities</b>	The teacher demonstrates low ethical standards and levels of professionalism, with poor record-keeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth.	The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary record-keeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and district projects and activities for professional growth.	The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and district events, and engaging in activities for professional development.	The teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record-keeping and communication with families, leadership roles in both school and district projects, and extensive professional development activities. Where appropriate, students contribute to the systems for record keeping and family communication.