		Ineffective (0.5)	Developing (1)
Domain 1	**Planning and Preparation**		
1a	Demonstrating knowledge of Content and Pedagogy	1. Teacher displays little understanding of the subject or structure of the discipline, or of content related pedagogy.	1. Teacher's content and pedagogical knowledge represents basic understanding, but does not extend to connections with other disciplines or to possible student misconceptions.
1b	Demonstrating knowledge of Students towards Differentiated teaching	1.Teacher makes little or no effort to acquire knowledge of students background, skills or interests. 2. Teacher does not use any student info in planning and during lesson execution.	1. Teacher demonstrates partial knowledge of students' background, skills and interests. 2. The teacher attempts to use this knowledge in planning for class as a whole
1c	Demonstrating knowledge of Resources	1. Teacher demonstrates little or no familiarity to with resources to enhance own knowledge to use in teaching, or for students who need them. 2. Teacher does not seek such knowledge.	1. Teacher demonstrates some familiarity with resources available to enhance own knowledge, to use in teaching, or for students who need them. 2. Teacher does not seek to extend such knowledge.
Domain 2	**Classroom Environment**		
2a	Managing Student behaviour, Creating an Environment of Respect and Rapport	1. Classroom interactions, both between teachers and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, or individual differences. 2. Interactions may be characterized by sarcasm, put downs or conflict.	1. Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. 2. Students exhibit only minimal respect for the teacher. 3. Students do no demonstrate disrespect for each other.
2b	Managing Classroom procedures and discussions, Establishing a Culture of Learning	1. There is a lack of teacher or student focus on learning. 2. Teacher may suggest that content is not important or has been mandated by others. 3. Students may complete assigned tasks, but cannot explain what they are learning or why it is important. 4. Work is careless or incomplete. 5. Classroom interactions convey low expectations from/for some students	1. Nearly all students participate in the assigned task, but cannot explain why, or do not believe that it is important. 2. Either the teachers or the students indicate that they are primarily interested in the completion of a task, rather than the quality or getting it right.
2e	Organizing Physical Space	1. The classroom is unsafe with no order assigned to furniture and physical space. 2. Learning is not accessible to some students. 3. Teacher does not think of using the space and physical resources to enhance learning experience.	1. The classroom is safe. 2. Essential learning is accessible to most students. 3. The teacher attempts to use space and resources to align with the learning experience.
Domain 3	**Instruction**		
3a	Communicating with Students	1. Learning expectations are not communicated clearly. 2. Directions, procedures and explanation of content are unclear or confusing to students. 3. Teacher's use of language contains errors, or is inappropriate to student's cultures or levels of education.	1. Learning expectations are somewhat communicated. 2. Directions, procedures and explanation of content are clarified after initial confusion. 3. Teacher's use of language is correct, but not completely appropriate to students' cultures of levels of education.
3b	Questioning and Discussion Techniques	1. Teacher's questions are almost all of poor quality, with low cognitive challenge. 2. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. 3. Students do not seem interested in participating or adding to discussions.	1. Teacher's questions are a combination of high and low quality, but asked in quick succession and very few invite a thoughtful response. 2. Teacher attempts to engage students in genuine discussion, rather than recitation, but with uneven response. 3. Few students participate in discussions. Interaction is uneven.

3c	Engaging Students in Learning	1. Few students are intellectually engaged in the classroom. 2. Learning tasks require only recall or have a single correct response. 3. The lesson drags or is rushed.	1. Some students are intellectually engaged in the classroom. 2. Learning tasks are a mix of those requiring thinking and those requiring recall. 3. Some material requires student thinking or explanation of thinking. 4. Lesson pacing is uneven, suitable in parts, or rushed or dragged in others.
3e	Demonstrating Flexibility and Responsiveness	1. Teacher adheres to the lesson plan, even when a change would improve the lesson or address the students' lack of interest. 2. Teacher brushes aside student questions. 3. When students experience difficulty, the teacher blames them and their lack of knowledge.	1. Teacher attempts to modify the lesson plan when needed. Teacher tries to respond to student questions with moderate success. 3. Teacher accepts responsibility for student performance, but has limited strategies to draw on.

Effective (1.5)	Highly Effective (2)
1. Teacher demonstrates solid understanding of the content, and it's prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.	1. Teacher's knowledge of the content and pedagogy is extensive, showing a continuous search for improved practice. Teacher actively builds knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1. Teacher demonstrates thorough knowledge of students' background, skills and interest. 2. The teacher uses this knowledge to plan for groups of students.	1. Teacher demonstrates throrough knowledge of students' background, skills and interest. The teacher uses this knowledge to plan for individual student learning.
1. Teacher is fully aware of the range of resources available to enhance own knowledge, to use in teaching and for students who need them.	1. Teacher seeks out various resources in and beyond the school resources, professional organizations, on the internet, and in the community to enhance own knowledge, which is fully adequate to start with. 2.Teacher translates the use of such resources into classroom instruction and for students who need them.
1. Teacher-student interactions are friendly and demonstrate general caring and rapport. 2. Interactions are appropriate to the age and cultures of the students. 3. Students demonstrate respect for the teacher and each other.	1. Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. 2. Students implicitly trust the teacher. 3. They solicit and are open to the points of view of other students.
1. The teacher and all students are focused on learning and believe what they are learning is important. 2. Students complete their assigned tasks in a high quality way. 3. Students are focused on getting the right answer, and can explain why it is the right answer.	1. Students explain that they value the importance of the content. 2. They assume responsibility for high quality work and initiate improvements, make revisions, add detail, help their peers.
1. The classroom is safe and pleasant. 2. Learning is equally accessible to all students. 3. The teacher skillfully uses the classroom space and resources to enhance the learning experience.	1. The classroom is safe, welcoming and pleasant. 2. Students help the teacher drive accessibility of learning. 3. Teachers and students use physical resources and space to advance their learning and ensure an optimal learning environment.
1. Learning expectations are well communicated to students. 2. Directions, procedures and explanation of content are clear. 3. Teacher uses correct language while communicating to students and maintains an appropriate level of cultural sensitivity.	1. Expactations for learning, directions, procedures and explanation of content and clear to all students. The teacher's oral and written communication is clear and expressive, appropriate to students's cultures and levels of education. The teacher is able to anticipate and address possible student misconceptions.
1. Most of the teacher's questions are of high quality, with adequate time given for students to reflect, analyze and respond. 2. Teacher creates a genuine discussion among students, stepping aside when appropriate. 3. All students participate in discussions, engagement and interaction is high.	1. Teacher's questions are of consistently high quality, with adequate time for students to process information and respond. Students formulate many questions. 2. Students assume considerable responsibility for the success of discussions by initiating topics and making unsolicited contributions. 3.Students ensure that all voices are heard in the discussions. There is a learning environment in class with a high level of engagement and constructive interaction.

1. Most students are intellectually engaged in the classroom. 2. Most learning tasks have multiple correct responses, or approaches, or encourage higher order thinking. 3. Students are invited to explain their thinking as part of completing tasks. 4. The pacing of the lessons gives students the time needed to be intellectually engaged.	1. Virtually all students are intellectually engaged in the classroom. 2. Lesson tasks require high level thinking and explanation of their thinking. 3. Students take initiative to improve the lesson by modifying a learning task to make it more relevant or meaningful. 4. The pacing of the lessons is appropriate to an intellectually engaged atmosphere.
1. Teacher promotes the successful learning of all students. 2. Teacher tries to accomodate student questions and is mostly successful. 3. Teacher pushes students to learn in better, innovative ways.	1. Teacher seizes all opportunities to enhance learning, building on a spontaneous event or student interests. 2. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.