

Self-Evaluation: _____

P Purpose	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS ▲			
<input checked="" type="checkbox"/> Hide Evidence Look-fors <input checked="" type="checkbox"/> Hide Evidence/Notes <input checked="" type="checkbox"/> Collapse Descriptors				
Title	Unsatisfactory	Basic	Proficient	Distinguished
P1 Purpose – Standards: Connection to standards, broader purpose and transferable skill	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
P2 Purpose – Standards: Connection to previous and future lessons	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
P3 Purpose – Teaching Point: Teaching point(s) are based on students' learning needs	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
P4 Purpose – Learning Target: Communication of learning target(s)	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
P5 Purpose – Learning Target: Success criteria and performance task(s)	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?

SE Student Engagement	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS ▲			
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Title	Unsatisfactory	Basic	Proficient	Distinguished
SE1 Student Engagement – Intellectual Work: Quality of questioning	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
SE2 Student Engagement – Intellectual Work: Ownership of learning	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
SE3 Student Engagement – Engagement Strategies: High cognitive demand	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
SE4 Student Engagement – Engagement Strategies: Strategies that capitalize on learning needs of students	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
SE5 Student Engagement – Engagement Strategies: Expectation, support and opportunity for participation and meaning making	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
SE6 Student Engagement – Talk: Substance of student talk	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?

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CP1 Curriculum & Pedagogy – Curriculum: Alignment of instructional materials and tasks	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
CP2 Curriculum & Pedagogy – Teaching Approaches and/or Strategies: Discipline-specific conceptual understanding	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
CP3 Curriculum & Pedagogy – Teaching Approaches and/or Strategies: Pedagogical content knowledge	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
CP4 Curriculum & Pedagogy – Teaching Approaches and/or Strategies: Teacher knowledge of content	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
CP5 Curriculum & Pedagogy – Teaching Approaches and/or Strategies: Differentiated instruction	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
CP6 Curriculum & Pedagogy – Scaffolds for Learning: Scaffolds the task	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
CP7 Curriculum & Pedagogy – Scaffolds for Learning: Gradual release of responsibility	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?

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A1 Assessment for Student Learning – Assessment: Self-assessment of learning connected to the success criteria	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
A2 Assessment for Student Learning – Assessment: Demonstration of learning	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
A3 Assessment for Student Learning – Assessment: Formative assessment opportunities	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
A4 Assessment for Student Learning – Assessment: Collection systems for formative assessment data	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
A5 Assessment for Student Learning – Assessment: Student use of assessment data	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
A6 Assessment for Student Learning – Adjustments: Teacher use of formative assessment data	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?

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Title	Unsatisfactory	Basic	Proficient	Distinguished
CEC1 Classroom Environment & Culture – Use of Physical Environment: Arrangement of classroom	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
CEC2 Classroom Environment & Culture – Use of Physical Environment: Accessibility and use of materials	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
CEC3 Classroom Environment & Culture – Classroom Routines & Rituals: Discussion, collaboration and accountability	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
CEC4 Classroom Environment & Culture – Classroom Routines & Rituals: Use of learning time	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
CEC5 Classroom Environment & Culture – Classroom Routines & Rituals: Managing student behavior	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
CEC6 Classroom Environment & Culture – Classroom Culture: Student status	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
CEC7 Classroom Environment & Culture – Classroom Culture: Norms for learning	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?

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Title	Unsatisfactory	Basic	Proficient	Distinguished
PCC1 Professional Collaboration & Communication – Professional Learning and Collaboration: Collaboration with peers and administrators to improve student learning	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
PCC2 Professional Collaboration & Communication – Professional Learning and Collaboration: Professional and collegial relationships	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
PCC3 Professional Collaboration & Communication – Communication and Collaboration: Parents and guardians	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
PCC4 Professional Collaboration & Communication – Communication and Collaboration: Communication within the school community about student progress	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
PCC5 Professional Collaboration & Communication – Professional Responsibilities: Supports school, district, and state curriculum, policy and initiatives	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
PCC6 Professional Collaboration & Communication – Professional Responsibilities: Ethics and advocacy	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?

C3 Recognizing individual student learning needs and developing strategies to address those needs. ▲

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Title	Unsatisfactory	Basic	Proficient	Distinguished
SG 3.1: Establish Student Growth Goal(s)	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
Title	Unsatisfactory	Basic	Proficient	Distinguished
SG 3.2: Achievement of Student Growth Goal(s)	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?

C6 Using multiple student data elements to modify instruction and improve student learning. ▲

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Title	Unsatisfactory	Basic	Proficient	Distinguished
SG 6.1: Establish Student Growth Goal(s)	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?
Title	Unsatisfactory	Basic	Proficient	Distinguished
SG 6.2: Achievement of Student Growth Goal(s)	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?

C8 Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning. ▲

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Title	Unsatisfactory	Basic	Proficient	Distinguished
SG 8.1: Establish Team Student Growth Goal(s)	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?