

Performance Indicators		Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
1.1	Appropriate Experiences	No experiences	Whole class experiences	Individual and group experiences	Learners develop own experiences
1.2	Collaborate Families	No communication	Interacts	Collaborates	Anticipates needs
2.1	Differentiation	No Differentiation	Knows diversity Exists	Plans differentiated instruction	Encourages Learners to learn from each other
3.1	Routines, Expectations, Procedures	No routines	Daily Schedule Sets Routines	Sets explicit expectations Promotes	Supports learners to reflect on own behavior
3.2	Positive Learning Climate	Bad feeling tone	Sets up classroom to encourage engagement	Collaborates with students to set up class	Students manage themselves and others
3.3	Classroom Management	No classroom management plan	Uses time, space and attention to engage learners	Differentiated management adjusting pacing and transitions	Student reflection on management of time and resources
4.1	Accurate Content	Does not know Content	Teaches basic concepts	Multiple explanations leading to critical thinking and inquiry	Expands knowledge beyond the basic content
4.2	Academic Language	Does not know the language of the discipline	Use Academic Vocabulary accurately	Models, teaches and guides application of the content language	Stays current on discipline vocabulary and collaborates With colleagues
5.1	Data informs Instruction	Does not use Data	Uses data to evaluate outcomes and monitor progress	Designs lessons based on data using multiple assessments	Provides assessment options and collaborates to adapt instruction.
5.2	Quality Work	Does not have any expectation of work	Provides feedback on work	Provides timely descriptive and specific feedback	Provides opportunities of self-assessment

5.3	Descriptive Feedback	Does not give Feedback	Shares feedback with students and parents	Multiple formats of feedback and communication home	Helps students use feedback to improve
6.1	Utah Core Standards	Does not follow the core	Aligns instruction with core	Provides long and short term experiences with Core	Plans authentic experiences that go beyond the Classroom.
6.2	Cross-Disciplinary	Does not include cross disciplinary connections	Provides the use of knowledge	Transfers knowledge and skill to other contents	Collaborates with colleagues to advance cross-disciplinary experiences.
7.1	Instructional practices that meet Individual	Teaches to the middle	Identifies learner's diverse needs and uses limited strategies	Adjusts instruction to respond to diverse groups of learners	Uses learner differences as an asset
7.2	Higher-order Thinking	No high level activities	Uses strategies that incorporate higher order thinking	Provides specific opportunities for reflection, analysis, synthesis and creation of new ideas.	Creates complex, open-ended opportunities
7.3	Communication skills (RWLS)	Lectures only	Provides opportunities for students to communicate	Teaches content-specific reading, writing, listening and speaking.	Helps students transfer communication skills to real-world contexts.
7.4	Technology	Does not use technology or uses inappropriately	Uses technology to support instruction	Incorporates technology to extend learner content knowledge	Uses new technologies to enhance engagement
7.5	Real-World Problems	Does not relate lessons to real world application	Exposes students to various media	Helps students understand diverse sources of information and how to solve real-world problems	Fosters environment that allows multiple perspectives and opinions to solve problems.
7.6	Questioning	Asks only close-ended questions	Asks questions to assess learning	Selects questions that incorporate higher-level thinking	Adapts levels of questions to actively engage students in differentiated high level learning.
8.1	Reflective Teaching	Does not reflect on own teaching practice	Applies learning to classroom practice	Creates PGP goals and measures their effectiveness	Seeks professional learning to refine practice.

9.1	Team Player	Does not work well with others	Maintains a cordial professional relationship with colleagues	Participates actively with collaboration teams	Takes initiative to implement practices that Improve instruction at school.
9.2	Advocates for learners	Does not have student best interest in mind	Contributes to success by responding to all stakeholders	Seeks to help all students meet graduation requirements and ups the school improvement culture	Aligns PGPs with school goals and helps establish and develop school-wide policies
10.1	Complies with Laws	Does not comply with laws and/or is not ethical	Upholds laws, rules policies, directives and conducts themselves in a moral, professional manner		
10.2	State Board Rule R277-530 Professional	Does not follow State Board Rule R277-530	Is a role-model and maintains confidentiality, appropriate relationships, professional dress and maintains requirements for licensure.		