

Teacher Performance Outcomes Assessment

Name: _____

UCA ID _____

Date: _____

Subject _____

Grade Level _____

Assessor(s): _____

| Criteria | Domain A: Planning and Preparation | | |
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| | 1 | 2 | 3 |
| A1. Demonstrates knowledge of students (age group, diversity, interests, heritage) | <p>____ Candidate cannot describe procedures to become familiar with his/her students.</p> <p>____ Candidate does not know the students and cannot relate knowledge of students to teaching.</p> <p>____ Candidate displays little or no knowledge of the developmental characteristics of the age group, how individual students learn, students' skills, knowledge, language proficiency, students' interests or cultural heritage and does not recognize the value of this knowledge.</p> | <p>____ Candidate describes one procedure to become familiar with his/her students.</p> <p>____ Candidate has some understanding of his/her students and can provide only a general example reflecting this knowledge of his/her students.</p> <p>____ Candidate has some familiarity of the developmental characteristics of the age group, how individual students learn, students' skills, knowledge, language proficiency, students' interests and cultural heritage and provides a general explanation of why this knowledge is valuable.</p> | <p>____ Candidate describes several procedures to become familiar with his/her students.</p> <p>____ Candidate has a clear understanding of his/her students and can relate this understanding to specific students and teaching experiences.</p> <p>____ Candidate demonstrates a clear understanding of developmental characteristics of the age group, how individual students learn, students' skills, knowledge, language proficiency, interests, and cultural heritage and is able to articulate the value of this knowledge through examples.</p> |
| A2. Selects instructional goals appropriate for lesson and students | <p>____ Candidate's lesson outcomes are either unclear or are stated as activities, not as student learning.</p> <p>____ Candidate's lesson outcomes are not suitable for the class or are not based on any assessment of student needs.</p> <p>____ Candidate's lesson outcomes represent low expectations for students and lack of rigor.</p> <p>____ Candidate's lesson outcomes are not interdisciplinary.</p> | <p>____ Candidate's lesson outcomes are only moderately clear or consist of a combination of outcomes and activities.</p> <p>____ Most candidate's lesson outcomes are suitable for most of the students in the class based on global assessment of students' learning.</p> <p>____ Candidate's lesson outcomes represent moderately high expectations and rigor.</p> <p>____ Candidate attempts to make a connection between the discipline and other subjects.</p> | <p>____ All candidate's lesson outcomes are clear and written in the form of student learning.</p> <p>____ Most outcomes are suitable for all students in the class AND candidate provides well thought-out explanation of why outcomes are appropriate for students OR differentiates outcomes for groups or individual students in the class.</p> <p>____ Most outcomes represent high expectations and rigor.</p> <p>____ Candidate makes effective connections between the discipline and other subjects.</p> |
| A3. Demonstrates knowledge of content by designing instruction that connects past, present, and future | <p>____ Candidate is unable to design lessons that connect current content to past and future learning.</p> <p>____ Lesson plans indicate lack of understanding of how individual lessons fit into the discipline being taught.</p> | <p>____ Candidate is able to make some connection between current content to past and future learning, although such knowledge may be incomplete.</p> <p>____ Lesson plans indicate familiarity with the important concepts in the discipline but may display lack of awareness of how lesson concepts relate to the broader discipline.</p> | <p>____ Candidate clearly explains connections between current content and past or future learning.</p> <p>____ Lesson plans display solid knowledge of the important concepts in the discipline and how lesson concepts relate to the broader discipline.</p> |
| A4. Demonstrates knowledge of pedagogy by planning appropriate instructional methods and learning activities, using appropriate materials and resources | <p>____ Candidate displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p> <p>____ Learning activities are not aligned with instructional outcomes, are not appropriate for students.</p> <p>____ Materials and resources are not suitable for students and do not support the instructional outcomes.</p> | <p>____ Candidate displays a limited range of pedagogical approaches or some approaches which are not suitable to the discipline or the students.</p> <p>____ Learning activities are aligned with instructional outcomes and appropriate for students in general, but are not differentiated for different students.</p> <p>____ Some materials and resources are suitable for students, and support the instructional outcomes.</p> | <p>____ Candidate reflects familiarity with a wide range of effective pedagogical approaches in the discipline.</p> <p>____ All of the learning activities are aligned with instructional outcomes and allow a differentiated learning experience for individuals or groups of students OR the candidate provides a sound explanation of why single methods or learning activities are appropriate for all students.</p> <p>____ All of the materials and resources are suitable for students, and support the instructional outcomes.</p> |
| A5. Assesses student learning by planning assessments appropriate for students and aligned with learning goals | <p>____ Assessment procedures are not aligned with instructional outcomes.</p> <p>____ Assessment procedures are not appropriate for students.</p> <p>____ Candidate has no systematic plan for assessment of student learning.</p> <p>____ Candidate does not use assessment results for planning.</p> | <p>____ Assessment procedures are aligned with some of the instructional outcomes.</p> <p>____ Assessment procedures are appropriate for the students in general.</p> <p>____ Candidate has a systematic approach to assessment, which includes formative, summative, formal OR informal assessment strategies used sporadically to ascertain student learning outcomes.</p> <p>____ Candidate provides a vague plan of using assessment results for planning.</p> | <p>____ Assessment procedures are aligned with all the instructional outcomes.</p> <p>____ Assessment procedures may have been adapted for groups of students OR the candidate provides sound explanations of why the assessments are appropriate for all students.</p> <p>____ Candidate has a systematic approach to assessment, which includes formative, summative, formal AND informal assessment strategies to consistently ascertain student learning outcomes.</p> <p>____ Candidate plans to use assessment results to plan future instruction for groups of students.</p> |

| Criteria | Domain B: The Classroom Environment | | |
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| B1. Creates an environment that promotes fairness | <p>___ Candidate does not provide equal access to learning for all students and fails to promote individual self-worth.</p> <p>___ Candidate does not respond to inappropriate interactions.</p> | <p>___ Candidate provides equal access to instruction for most students and promotes individual self-worth for most students.</p> <p>___ Candidate sometimes responds to inappropriate interactions among students and does not allow unfair behavior.</p> | <p>___ Candidate provides learning for all students and conveys attitude that all students are important and have a right to learning opportunities and attention.</p> <p>___ Candidate responds to inappropriate interactions among students and encourages students to be fair to each other.</p> |
| B2. Creates an environment of respect and rapport | <p>___ Candidate interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age, or culture of the students. Students exhibit disrespect for the teacher.</p> <p>___ Student interactions are characterized by conflict, sarcasm, or put downs.</p> <p>___ No attempt of rapport is made, or attempts are inappropriate.</p> | <p>___ Candidate/student interactions are generally appropriate, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit acceptable level of respect for the teacher.</p> <p>___ Students do not demonstrate disrespect for one another.</p> <p>___ Basic level of rapport is established and is generally appropriate, not diversified.</p> | <p>___ Candidate/student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.</p> <p>___ Student interactions with other students are generally polite and respectful.</p> <p>___ Attempts to establish rapport are successful, appropriate to students' diverse background and needs, and are personalized for individual students.</p> |
| B3. Communicates challenging learning expectations | <p>___ Candidate communicates to class, groups, or any individual that they are incapable of learning or that the candidate's expectations for their learning are very low.</p> <p>___ Candidate conveys a negative attitude toward the content, suggesting that it is not important or has been mandated by others.</p> | <p>___ Candidate does nothing to communicate to any student that s/he is capable of meeting learning expectations.</p> <p>___ Candidate communicates importance of the work, but with little conviction and only minimal apparent buy-in by the students.</p> | <p>___ Candidate actively encourages students to meet challenging learning expectations.</p> <p>___ Candidate conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.</p> |
| B4. Establishes and maintains consistent standards of behavior | <p>___ Candidate makes no attempt to respond to disruptive behavior.</p> <p>___ Candidate's response to disruptive behavior does not demonstrate respect for the students.</p> <p>___ No standards of conduct appear to have been established, or students are confused as to what the standards are.</p> | <p>___ Candidate makes appropriate attempts to respond to disruptive behavior; some students may display minor misbehavior but it does not disrupt the class.</p> <p>___ Candidate attempts to respond to disruptive behavior in ways that demonstrate respect for most students.</p> <p>___ Standards of conduct appear to have been established, and most students seem to understand them.</p> | <p>___ Candidate makes appropriate attempts to respond to disruptive behavior or minor misbehavior consistently and with reasonable success; OR student behavior during lessons is consistently appropriate.</p> <p>___ Candidate responses to disruptive behavior demonstrate respect for all students.</p> <p>___ Standards of conduct are clear to all students.</p> |
| B5. Organizes physical space for maximum learning and safety | <p>___ The classroom is unsafe, or learning is not accessible to some students.</p> <p>___ The furniture arrangement hinders the learning activities, or the candidate makes poor use of physical resources.</p> | <p>___ The classroom is safe, and at least essential learning is accessible to most students.</p> <p>___ Candidate uses physical resources adequately, the furniture may be adjusted for a lesson, but with limited effectiveness.</p> <p>Environment does not interfere with learning.</p> | <p>___ The classroom is safe, and learning is equally accessible to all students.</p> <p>___ Candidate uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.</p> <p>Provisions are made to accommodate all students, including those with special needs. If the teacher does not control the physical environment, s/he effectively adjusts the activities to the existing environment.</p> |

| Criteria | Domain C: Instruction | | |
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| C1. Communicates learning goals and instructional procedures | <p>_____Candidate provides the students with no information, or inaccurate information about the learning goals. Students do not understand the learning goals.</p> <p>_____Candidate's instructional procedures for the lesson are confusing or unclear. Students do not understand the instructional procedures.</p> | <p>_____The candidate provides accurate information about the learning goals. Most of the students seem to understand the learning goals.</p> <p>_____The candidate provides the students with clear, accurate information about the instructional procedures for the lesson. Most of the students seem to understand the instructional procedures, though they may require further explanations.</p> | <p>_____The candidate's learning goals are clear to students. The students seem to understand the learning goals fully.</p> <p>_____The candidate's instructional procedures and directions are clear to students. The teacher ensures that all students, including those who may initially have trouble, understand and can carry out the instructional procedures for the lessons.</p> |
| C2. Makes content comprehensible to students (coherent structure, makes material relevant to students) | <p>_____The content appears to be incomprehensible to the students; OR the lesson contains substantive inaccuracies.</p> <p>_____Candidate does not attempt to connect the content to students' prior knowledge.</p> <p>_____Students are not engaged with the content in a way that is meaningful to them.</p> | <p>_____The content is accurate and appears to be comprehensible to the students.</p> <p>_____Candidate sporadically connects the content to students' prior knowledge or experiences.</p> <p>_____Candidate partially engages students with the content in meaningful ways.</p> | <p>_____The content is accurate, comprehensible to the students, AND the lesson as a whole has a logical and coherent structure.</p> <p>_____Candidate connects content to students' prior knowledge and experience.</p> <p>_____Candidate generally engages students throughout the lessons in ways that are meaningful to them.</p> |
| C3. Extends student thinking | <p>_____Candidate discourages students from thinking independently, creatively, or critically.</p> <p>_____Candidate uses low level questions and does not provide time for students to think critically.</p> <p>_____Candidate does not engage students in activities that represent high expectations and rigor; and is unable to use student ideas.</p> <p>_____Candidate does not design activities that involve students' higher order skills.</p> | <p>_____Candidate provides limited opportunities for students to move beyond the basic facts of the lesson to think independently, creatively, or critically about the content being taught.</p> <p>_____Candidate asks questions which are high and low level OR does not consistently allow adequate time for thoughtful response.</p> <p>_____Candidate attempts to engage students in activities that represent high expectations and rigor; OR to a limited extent, accepts multiple perspectives and multiple correct answers.</p> <p>_____Candidate designs activities that involve students minimally in higher order activities, discussion, and questioning.</p> | <p>_____Candidate asks students to move beyond the basic facts of the lesson to think independently, creatively, or critically about the content being taught.</p> <p>_____Candidate asks open-ended, high level questions and allows adequate time for student response.</p> <p>_____Candidate engages all students in activities that represent high expectations and rigor; and accepts multiple perspectives and multiple correct answers.</p> <p>_____Candidate designs activities that involve students in higher order activities by providing students opportunities to learn from mistakes, create, interpret, predict, evaluate, compare and contrast.</p> |
| C4. Monitors learning, provides feedback, and adjusts learning activities to meet the needs of all students | <p>_____Candidate makes no attempt to determine whether students are understanding.</p> <p>_____Candidate does not provide feedback to students OR it is of poor quality and is not given in a timely manner.</p> <p>_____Candidate adheres to the instructional plan in spite of evidence of poor student understanding.</p> | <p>_____Candidate monitors content understanding of the class as a whole, but elicits no diagnostic information.</p> <p>_____Candidate provides feedback to students as necessary; but it may be uneven, and its timeliness is inconsistent.</p> <p>_____Candidate attempts to adjust lesson when needed, with only partially successful results.</p> | <p>_____Candidate monitors individual students' or groups of students' understanding of the content to insure ALL students are understanding .</p> <p>_____Candidate provides substantive and specific feedback to students as appropriate. Feedback to students is frequent, timely, and is consistently of high quality.</p> <p>_____Candidate makes appropriate instructional adjustments, and the adjustment occurs smoothly.</p> |
| C5. Uses instructional time effectively | <p>_____Substantial amounts of instructional time are spent on activities of little instructional value.</p> <p>_____Pacing of the lessons is inappropriate to the content and/or the students.</p> <p>_____Groups and transitions are not managed appropriately.</p> | <p>_____Noninstructional procedural matters do not occupy an excessive amount of time.</p> <p>_____Pacing of the lessons is appropriate to the content and for most of the students. Some students are engaged in meaningful work or activities for most of the instructional time.</p> <p>_____Transitions and groups are managed with some time wasted.</p> | <p>_____Any necessary noninstructional procedures are performed efficiently.</p> <p>_____Pacing of the lessons is appropriate for most students. Most students are engaged in activities of instructional value for the entire instructional time.</p> <p>_____Transitions and groups are managed appropriately.</p> |
| C6. Communicates clearly and accurately (in speaking and writing), encouraging students to communicate effectively | <p>_____Candidate's spoken language is inaudible, or written language is illegible.</p> <p>_____Oral and written communication contains errors or is unclear or inappropriate for students.</p> <p>_____Candidate does not assist students with reading, writing, speaking, or listening skills.</p> | <p>_____Candidate's spoken language is audible, and written language is legible.</p> <p>_____Candidate's oral and written communication is correct.</p> <p>_____Candidate attempts to assist students with reading, writing, speaking, and listening skills.</p> | <p>_____Candidate's spoken and written language is clear.</p> <p>_____Candidate's language is correct and effective.</p> <p>_____Candidate assists students with reading, writing, speaking, and listening skills.</p> |
| C7. Integrates technology into instruction | <p>Candidate does not apply technology for record-keeping for student grades, for developing assessment resources such as tests and rubrics, or for planning and presenting lessons.</p> | <p>Candidate effectively applies technology for record-keeping for student grades, for developing assessment resources such as tests and rubrics, or for planning and presenting lessons.</p> | <p>Candidate effectively applies technology for record-keeping for student grades, for developing assessment resources such as tests and rubrics, and for planning and presenting lessons.</p> |
| C8. Impacts student learning evidenced by formative/ summative assessments | <p>_____Due to the candidate's ineffectiveness there is a general lack of student progress toward academic goals.</p> | <p>_____Due to the candidate's level of effectiveness there is evidence of inconsistent student progress towards academic goals.</p> | <p>_____Due to candidate's level of effectiveness there is evidence of consistent student progress toward academic goals</p> |

| Criteria | Domain D: Professional Responsibilities | | |
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| D1. Reflects on teaching | <p>_____Candidate cannot accurately identify strengths and weaknesses of the lesson relation to the learning goals.</p> <p>_____ Candidate cannot propose ideas for improvement.</p> | <p>_____Candidate accurately describes the strengths and weaknesses of the lesson in relation to the learning goals.</p> <p>_____Candidate describes in general terms how s/he could use the experience from the lesson for improvement in future instruction.</p> | <p>_____Candidate describes the strengths and weaknesses of the lessons in relation to the learning goals AND supports her/his judgments with specific evidence from the lessons.</p> <p>_____Candidate describes how to apply this experience in future instruction, making specific suggestions for improvement or alternate strategies.</p> |
| D2. Demonstrates a sense of efficacy (responsibility for student learning) | <p>_____Candidate makes no attempt to address the specific learning needs of students.</p> <p>_____Candidate provides no evidence that indicates attempts to help students meet learning goals.</p> <p>_____Candidate attributes failure and success of students to outside factors.</p> | <p>_____Candidate attempts to find ways to address the specific learning needs of students, but cannot suggest any specific, practical actions that s/he has not already tried.</p> <p>_____Candidate provides evidence that indicates the attempts to help students who ARE meeting the learning goals, OR students who ARE NOT meeting learning goals.</p> <p>_____Candidate takes responsibility for success of students but attributes failure to outside factors.</p> | <p>_____Candidate suggests specific, practical actions that s/he intends to take to address the specific learning needs of students.</p> <p>_____Candidate provides evidence that indicates attempts to help students who are meeting the learning goals, AND evidence that indicates the attempts to help students who are not meeting learning goals.</p> <p>_____Candidate takes responsibility for student successes and failures.</p> |
| D3. Builds professional relationships | <p>_____Candidate demonstrates no knowledge of resources available through colleagues in the district or in the community.</p> <p>_____Candidate is aware of resources available, but does not attempt to use them despite an obvious need.</p> | <p>_____Candidate demonstrates knowledge of resources available through colleagues in the district and in the community.</p> <p>_____Candidate attempts to consult with colleagues when necessary on matters related to learning and instruction.</p> | <p>_____Candidate demonstrates knowledge of resources available through colleagues in the district and in the community AND attempts to consult with colleagues when necessary on matters related to learning and instruction.</p> <p>_____Candidate collaborates with colleagues outside of his/her own classroom to coordinate learning activities or to address his/her concerns related to teaching and provides physical documentation.</p> |
| D4. Communicates with families and communities | <p>_____Candidate demonstrates no knowledge of forms of communication that s/he can use to communicate with parents or guardians OR provides little or no information to families and makes no attempt to engage them.</p> | <p>_____Candidate demonstrates knowledge of forms of communication that s/he can use to communicate with parents or guardians of students for various purposes.</p> | <p>_____Candidate demonstrates knowledge of forms of communication that s/he can use to communicate with parents or guardians of students for various purposes AND describes situations in which s/he has communicated or would communicate with parents/guardians regarding specific students.</p> <p>_____Candidate provides physical evidence of the forms of communication s/he has used.</p> |
| D5. Maintains accurate records | <p>_____Candidate has no system for keeping accurate records, resulting in errors and confusion.</p> <p>_____Candidate does not maintain confidentiality of records.</p> | <p>_____Candidate's system for maintaining accurate records is rudimentary and only partially effective.</p> <p>_____Candidate maintains inconsistent confidentiality of student records.</p> | <p>_____Candidate's system for maintaining accurate records is effective. _____Candidate maintains confidentiality of student records.</p> |
| D6. Grows and develops professionally (service, memberships, use of research) | <p>_____Candidate does not participate in professional development activities, even when activities are clearly needed for the improvement of teaching.</p> <p>_____Candidate does not maintain a professional growth plan.</p> <p>_____Candidate does not use content/pedagogy research to improve instruction.</p> <p>_____Candidate resists feedback on teaching performance.</p> | <p>_____Candidate participates in professional development activities when participation is convenient or required.</p> <p>_____Candidate maintains a professional growth plan but does not follow the plan. _____Candidate is aware of content/pedagogy research to improve instruction but does not use it.</p> <p>_____Candidate accepts, with some reluctance, feedback from supervisors and colleagues.</p> | <p>_____Candidate actively participates in professional development activities, seeking opportunities to enhance knowledge and skills; candidate applies what has been learned to the classroom. _____Candidate maintains a professional growth plan and seeks to improve professional skills developed in the growth plan.</p> <p>_____Candidate uses content/pedagogy research to improve instruction.</p> <p>_____Candidate welcomes feedback from supervisors and colleagues.</p> |
| D7. Professionalism demeanor (adheres to school policies, dresses and behaves in professional manner) | <p>_____Candidate displays a lack of professionalism (including dress, attitude and behaviors).</p> <p>_____Candidate is often in violation of school or district policies and procedures.</p> | <p>_____Candidate's professionalism is generally appropriate (including dress, attitude and behaviors).</p> <p>_____Candidate occasionally fails to adhere to all school and district policies and procedures.</p> | <p>_____Candidate's professionalism is appropriate (including dress, attitude and behavior).</p> <p>_____Candidate adheres to all school and district policies and procedures.</p> |