Criterion	Level 1: Significantly Below Expectations	Level 2: Partially Meets Expectations	Level 3: Meets Expectations	Level 4: Exceeds Expectations
Instructional Planning and Delivery(Standard 4)	**Documentation/Evidence:** - Lessons lack clear objectives or alignment to standards. - Minimal planning for instructional delivery. - No differentiation or scaffolding strategies present.**Examples:** - Incomplete lesson/unit plans. - No connection to student data or learning goals.	**Documentation/Evidence:** - Some evidence of standards-based planning. - Limited strategies for engagement or differentiation. - Occasional use of assessments to inform instruction.**Examples:** - Basic lesson plans or templates. - Some differentiation noted but inconsistently applied.	**Documentation/Evidence:** - Instructional plans are standards-aligned, goal-oriented, and sequenced effectively. - Differentiation and formative assessment are consistently embedded.**Examples:** - Completed lesson/unit plans with learning targets. - Evidence of scaffolding and data-informed planning.	**Documentation/Evidence:** - Highly effective instructional plans reflecting deep content knowledge, creativity, and responsiveness. - Plans include innovative strategies, flexible grouping, and multiple modalities.**Examples:** - Model units, differentiated pathways, or flipped instruction. - Learning experiences driven by data and student voice.
Assessment for Student Learning(Standard 5)	**Documentation/Evidence:** - No clear system of formative or summative assessments. - Assessment data not collected, analyzed, or used to drive instruction.**Examples:** - Lack of student work samples or performance data. - No evidence of feedback to students.	**Documentation/Evidence:** - Some use of assessments, but not systematic or intentional. - Feedback is general or inconsistently applied. - Limited use of data to inform future instruction.**Examples:** - Basic quizzes or rubrics. - Some examples of student work with basic feedback.	**Documentation/Evidence:** - Assessment tools are well-designed and used regularly to monitor progress. - Student data drives instructional changes and informs goals. - Feedback is timely, specific, and actionable.**Examples:** - Pre/post-assessments with analysis. - Annotated student work and assessment reflections.	**Documentation/Evidence:** - Assessment practices are robust, varied, and student-centered. - Students are involved in goal-setting, self-assessment, and reflection. - Assessment data clearly demonstrates impact on student growth.**Examples:** - Portfolios, performance tasks, rubrics with student input. - Growth data tracked over time and used to differentiate instruction.
Professional Responsibilities and Collaboration(Standard 6)	**Documentation/Evidence:** - Rarely engages in collaboration or professional learning. - Minimal communication with families or colleagues. - No evidence of professional growth or reflective practice.**Examples:** - No PL	**Documentation/Evidence:** - Some participation in team activities or professional learning. - Inconsistent family communication. - Limited reflection or professional development goals.**Examples:** - Sporadic	**Documentation/Evidence:** - Actively participates in professional learning and school collaboration. - Maintains consistent communication with families. - Demonstrates reflective practice and sets professional	**Documentation/Evidence:** - Leadership in professional learning or school initiatives. - Builds strong partnerships with families and colleagues. - Reflective practice leads to visible instructional change and professional influence.**Examples:** - Mentoring,

	documentation, PLC notes, or communications. - No reflection logs or goal tracking.	logs of meetings, PD certificates, or communications home.	goals.**Examples:** - PLC notes, PD plans, family contact logs. - Professional growth plans and reflections.	committee work, leading PD. - Evidence of impact on school culture or peer growth. - Family engagement initiatives with measurable outcomes.