A. CRITICAL ATTRIBUTES
As described in the Appraisal Framework and the Observation Summary

B. Scoring Standards for QUALITY

**Exceeds Expectations** (Great)
**Proficient** (Considerable)
**Below Expectations** (Limited)
**Unsatisfactory** (Little or None)

For criteria judged by APPROPRIATENESS (see Scoring Factors listed below)

---

**SCORING FACTORS**

<table>
<thead>
<tr>
<th>Strength</th>
<th>Impact</th>
<th>Variety</th>
<th>Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>thinking at high cognitive levels</td>
<td>student success</td>
<td>varied needs and characteristics of learners</td>
<td>TEKS and district curriculum alignment</td>
</tr>
<tr>
<td>depth and complexity</td>
<td>effective formative and summative assessment</td>
<td>differentiated instruction</td>
<td>assessment data</td>
</tr>
<tr>
<td>significant content knowledge</td>
<td>multiple forms of assessments</td>
<td>range of strategies and support services</td>
<td>targeted instruction</td>
</tr>
<tr>
<td>making connections within and across disciplines</td>
<td>data-driven decision-making</td>
<td>understanding of unified whole</td>
<td>understanding of unified whole</td>
</tr>
</tbody>
</table>

---

**Thinking at High Cognitive Levels and Making Connections = Strength (PDAS)**

**Curriculum: What** (TEKS/TAKS, district, campus, teacher)

**Instruction: How** (instructional attributes, designs, strategies)

**Assessment: To what extent** (TEKS/TAKS, district, teacher)

**Assessing Student Progress = Impact (PDAS)**

---

C. Scoring Standards for QUANTITY
For criteria judged by FREQUENCY/PERCENTAGE OF TIME/REPEATED EVIDENCE

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Proficient</th>
<th>Below Expectations</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>(All/Almost All)</td>
<td>(Most)</td>
<td>(Some)</td>
<td>(Less than Half)</td>
</tr>
<tr>
<td>90-100%</td>
<td>80-89%</td>
<td>50-79%</td>
<td>49% or less</td>
</tr>
<tr>
<td>Consistently:</td>
<td>Generally:</td>
<td>Occasionally:</td>
<td>Rarely:</td>
</tr>
<tr>
<td>uniformly</td>
<td>common practice</td>
<td>sporadic</td>
<td>infrequent</td>
</tr>
<tr>
<td>seen from beginning to end</td>
<td>predictable</td>
<td>random</td>
<td>nonexistent</td>
</tr>
<tr>
<td>highly predictable</td>
<td>typical</td>
<td>moderately</td>
<td>not attempted</td>
</tr>
<tr>
<td>seamless routines</td>
<td>prevalent</td>
<td>more often than not</td>
<td>minimal</td>
</tr>
<tr>
<td>as a rule</td>
<td>as a rule</td>
<td>irregular</td>
<td>hardly ever</td>
</tr>
</tbody>
</table>
### Scoring Criteria Guide

**Domain 1A: Management of Student Discipline and Related Interventions**

<table>
<thead>
<tr>
<th>Performance</th>
<th>Levels</th>
<th>Exceeds Expectations</th>
<th>Proficient</th>
<th>Basic</th>
<th>Marginal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plan/Teaching Strategy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Instructional Materials</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Behavior Intervention</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Parent Communication</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Note:** These criteria are to be included in the context of student discipline and related interventions. The content must reflect best practices in student discipline and related interventions, and must align with the goals and objectives of the classroom and school-wide policies.

---

**Domain 1B: Management of Student Attendance**

<table>
<thead>
<tr>
<th>Performance</th>
<th>Levels</th>
<th>Exceeds Expectations</th>
<th>Proficient</th>
<th>Basic</th>
<th>Marginal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Data</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Tardiness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Absences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Note:** These criteria are to be included in the context of student attendance. The content must reflect best practices in student attendance, and must align with the goals and objectives of the classroom and school-wide policies.

---

**Domain 1C: Management of Student Referral and Expulsion**

<table>
<thead>
<tr>
<th>Performance</th>
<th>Levels</th>
<th>Exceeds Expectations</th>
<th>Proficient</th>
<th>Basic</th>
<th>Marginal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referral Process</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Expulsion Process</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Due Process</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Note:** These criteria are to be included in the context of student referals and expulsions. The content must reflect best practices in student referals and expulsions, and must align with the goals and objectives of the classroom and school-wide policies.

---

**Domain 1D: Management of Student Violence and Other Behaviors**

<table>
<thead>
<tr>
<th>Performance</th>
<th>Levels</th>
<th>Exceeds Expectations</th>
<th>Proficient</th>
<th>Basic</th>
<th>Marginal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Intervention</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Support</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Note:** These criteria are to be included in the context of student violence and other behaviors. The content must reflect best practices in student violence and other behaviors, and must align with the goals and objectives of the classroom and school-wide policies.

---

**Domain 1E: Management of Student Mental Health and Social Emotional Development**

<table>
<thead>
<tr>
<th>Performance</th>
<th>Levels</th>
<th>Exceeds Expectations</th>
<th>Proficient</th>
<th>Basic</th>
<th>Marginal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Social Emotional Development</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Support Services</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Note:** These criteria are to be included in the context of student mental health and social emotional development. The content must reflect best practices in student mental health and social emotional development, and must align with the goals and objectives of the classroom and school-wide policies.

---

**Domain 1F: Management of Student Substance Abuse and Other Behaviors**

<table>
<thead>
<tr>
<th>Performance</th>
<th>Levels</th>
<th>Exceeds Expectations</th>
<th>Proficient</th>
<th>Basic</th>
<th>Marginal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substance Abuse</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Other Behaviors</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Support Services</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Note:** These criteria are to be included in the context of student substance abuse and other behaviors. The content must reflect best practices in student substance abuse and other behaviors, and must align with the goals and objectives of the classroom and school-wide policies.
Professional Development and Appraisal System

NOTE: 1. The Project 11.0 is based on the concept of the NITF model that nests the Needs of the Instructional Environment (NITE) to ensure that all instruction is effectively supported by an aligned classroom environment.

<table>
<thead>
<tr>
<th>Domain IA: Classroom Environment</th>
<th>Domain IB: Discipline Management/Process</th>
<th>Domain IC: Instructional Environment</th>
</tr>
</thead>
</table>
| The effect of the operational model on the instructional environment and does not necessarily correspond to the needs of all students.
| The effect of the operational model on the instructional environment and does not necessarily correspond to the needs of all students.
| The effect of the operational model on the instructional environment and does not necessarily correspond to the needs of all students. |

Revised June 2004

SCORING CRITERIA GUIDE
### Scoring Criteria Guide

#### Domain A: Knowledge of Student Discipline Instructional Strategies, Time Management, and Assessment

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher demonstrates effective time management strategies.</td>
<td>Teacher exhibits awareness of time management.</td>
<td>Teacher fails to manage time effectively.</td>
</tr>
<tr>
<td>Evidence of student engagement and participation.</td>
<td>Student participation is evident.</td>
<td>Student participation is not observed.</td>
</tr>
<tr>
<td>Evidence of student comprehension and understanding.</td>
<td>Student comprehension is demonstrated.</td>
<td>Student comprehension is inadequate.</td>
</tr>
<tr>
<td>Teacher provides clear and consistent feedback.</td>
<td>Consistency in feedback.</td>
<td>Feedback is inconsistent.</td>
</tr>
</tbody>
</table>

### Notes

1. The criteria in Domain A are intended to assess the teacher's proficiency in managing classroom behavior and promoting student engagement.
2. The criteria are designed to evaluate the teacher's ability to create an environment that supports self-discipline and self-directed learning.
3. The teacher's time management skills are also evaluated to ensure that instructional time is utilized effectively.
4. Evidence of student engagement and participation, as well as student comprehension and understanding, are critical indicators of effective teaching.
5. Clear and consistent feedback is essential for student growth and development.

#### Evaluation Criteria

- **Qualitative**: Look for authenticity and consistency of evidence.
- **Quantitative**: Look for specific examples of effective strategies and positive outcomes.
- **Behavioral**: Observe the teacher's actions and how they contribute to a conducive learning environment.

#### Additional Considerations

- The teacher's ability to create a classroom environment that promotes self-discipline and self-directed learning is crucial.
- Effective time management strategies help maintain a focused and engaging classroom environment.
- Student engagement and participation indicate active involvement in the learning process.
- Comprehension and understanding are fundamental to student success.

---

**Scoring Guide**

- **Exceeds Expectations**: Demonstrates a high level of proficiency in all areas.
- **Meets Expectations**: Meets the criteria with some minor deviations.
- **Does Not Meet Expectations**:fails to meet the criteria significantly.
### SCORING CRITERIA GUIDE

**Domain IV-2 Continued**

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Max. of the Time (0-55%)</th>
<th>Less Than Half of the Time (0-45%)</th>
<th>Quantity</th>
<th>Max of the Time (45-59%)</th>
<th>Less Than Half of the Time (0-45%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The teacher establishes a classroom environment that promotes and encourages self-directed learning.</td>
<td>The teacher establishes a less effective classroom environment that promotes and encourages self-directed learning.</td>
<td>The teacher plans and implements instruction to provide opportunities for self-directed learning.</td>
<td>The teacher plans and implements instruction to provide opportunities for self-directed learning.</td>
<td>The teacher plans and implements instruction to provide opportunities for self-directed learning.</td>
</tr>
</tbody>
</table>

**NOTE:** (1) The "Proficient" Standard in this Domain is HIGHER due to needs for consistency and safety. Exceeds Expectations requires participation in the development of discipline and other management procedures.

**NOTE:** (2) The criteria in Domain IV relate to the MANAGEMENT of student discipline, instructional strategies, time, and materials which create an environment in which learning may take place. These criteria are to be evaluated in the context of student behavior as it impacts student success. The critical attributes of EACH criterion MUST be considered separately.
### Scoring Criteria Guide

<table>
<thead>
<tr>
<th>Domain</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The table includes scores for each section, indicating the level of performance.</td>
</tr>
<tr>
<td></td>
<td>Performance is documented in narrative form and includes specific examples of evidence.</td>
</tr>
<tr>
<td></td>
<td>The criteria include the following: Language Arts, Math, Science, Social Studies, and Other.</td>
</tr>
<tr>
<td></td>
<td>For each criteria, the level is described, and examples are provided.</td>
</tr>
<tr>
<td></td>
<td>The criteria are aligned with the state standards and are designed to reflect the effectiveness of instruction.</td>
</tr>
</tbody>
</table>

#### Performance Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeds Expectations</strong></td>
<td>Performance is consistent with the highest level of performance described.</td>
</tr>
<tr>
<td><strong>Meets Expectations</strong></td>
<td>Performance meets the expectations set forth by the criteria.</td>
</tr>
<tr>
<td><strong>Minimum Expectations</strong></td>
<td>Performance meets the minimum expectations set forth by the criteria.</td>
</tr>
<tr>
<td><strong>Needs Improvement</strong></td>
<td>Performance indicates areas for improvement and demonstrates potential for growth.</td>
</tr>
</tbody>
</table>

**Teaching Strategies**

- **Teacher incorporates a variety of instructional strategies in the classroom.**
- **Teacher provides opportunities for students to participate actively in the learning process.**
- **Teacher uses a variety of instructional materials and resources.**
- **Teacher demonstrates effective classroom management skills.**

**Evidence of Student Learning**

- **Students demonstrate understanding of the material.**
- **Students apply concepts effectively in problem-solving situations.**
- **Students demonstrate the ability to communicate ideas clearly.**
- **Students show improvement in academic performance.**
### Scoring Criteria Guide

<table>
<thead>
<tr>
<th>Domain</th>
<th>Assessment Criteria</th>
<th>Score</th>
<th>Score</th>
<th>Score</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality</td>
<td>Scored against the instructional strategy, instructional framework, and standards</td>
<td>50% of the Total Score</td>
<td>50% of the Total Score</td>
<td>50% of the Total Score</td>
<td>50% of the Total Score</td>
</tr>
<tr>
<td>Quality</td>
<td>Scored against the instructional strategy, instructional framework, and standards</td>
<td>50% of the Total Score</td>
<td>50% of the Total Score</td>
<td>50% of the Total Score</td>
<td>50% of the Total Score</td>
</tr>
<tr>
<td>Quality</td>
<td>Scored against the instructional strategy, instructional framework, and standards</td>
<td>50% of the Total Score</td>
<td>50% of the Total Score</td>
<td>50% of the Total Score</td>
<td>50% of the Total Score</td>
</tr>
<tr>
<td>Quality</td>
<td>Scored against the instructional strategy, instructional framework, and standards</td>
<td>50% of the Total Score</td>
<td>50% of the Total Score</td>
<td>50% of the Total Score</td>
<td>50% of the Total Score</td>
</tr>
</tbody>
</table>

**NOTES:**
1. The **Domain** is the highest level of distinction for scoring and reflects the achievement in the development of discipline-specific knowledge and skills.
2. The **Expectation** for the domain is the highest level of distinction for scoring and reflects the achievement in the development of discipline-specific knowledge and skills.
3. The **Instruction** for the domain is the highest level of distinction for scoring and reflects the achievement in the development of discipline-specific knowledge and skills.
4. The **Evaluation** for the domain is the highest level of distinction for scoring and reflects the achievement in the development of discipline-specific knowledge and skills.

**Domain:** Management of Student Development, Instructional Strategies, Time, and Materials

Performance at the **Domain** level is based on documented evidence of achievement.
### Scoring Criteria Guide

**Professional Development and Appraisal System**

**NOTE:** The criteria in this domain are intended to assess the extent to which a student demonstrates the necessary competencies and skills. The criteria are structured to ensure that the student is successful in their role and that they are prepared for continued professional development.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality</strong></td>
<td><strong>Quality</strong></td>
<td><strong>Quality</strong></td>
<td><strong>Quality</strong></td>
</tr>
<tr>
<td><strong>1.</strong> The student demonstrates a clear understanding of the subject matter.</td>
<td>The student demonstrates some knowledge of the subject matter.</td>
<td>The student demonstrates limited knowledge of the subject matter.</td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> The student is able to analyze and synthesize information effectively.</td>
<td>The student is able to analyze and synthesize information to some extent.</td>
<td>The student is not able to analyze and synthesize information.</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> The student demonstrates effective communication skills.</td>
<td>The student demonstrates some communication skills.</td>
<td>The student demonstrates limited communication skills.</td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong> The student is able to work collaboratively with others.</td>
<td>The student is able to work collaboratively to some extent.</td>
<td>The student is not able to work collaboratively.</td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong> The student is able to meet deadlines and manage time effectively.</td>
<td>The student is able to meet deadlines to some extent.</td>
<td>The student is not able to meet deadlines.</td>
<td></td>
</tr>
</tbody>
</table>

**Performance at the Exceeds Expectations Level:** The student consistently demonstrates the highest level of performance and consistently exceeds expectations.

**Performance at the Meets Expectations Level:** The student consistently demonstrates the expected level of performance and consistently meets expectations.

**Performance at the Below Expectations Level:** The student consistently demonstrates the lowest level of performance and consistently falls short of expectations.

**Tips to Consider:**
- The student demonstrates a clear understanding of the subject matter.
- The student is able to analyze and synthesize information effectively.
- The student demonstrates effective communication skills.
- The student is able to work collaboratively with others.
- The student is able to meet deadlines and manage time effectively.

**Domain 2:** Achievement of Strategic Discipline Instructional Strategies, Line and Multidiscipline

**NOTE:** The criteria in this domain are intended to assess the extent to which a student demonstrates the necessary competencies and skills. The criteria are structured to ensure that the student is successful in their role and that they are prepared for continued professional development.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality</strong></td>
<td><strong>Quality</strong></td>
<td><strong>Quality</strong></td>
<td><strong>Quality</strong></td>
</tr>
<tr>
<td><strong>1.</strong> The student demonstrates a clear understanding of the subject matter.</td>
<td>The student demonstrates some knowledge of the subject matter.</td>
<td>The student demonstrates limited knowledge of the subject matter.</td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> The student is able to analyze and synthesize information effectively.</td>
<td>The student is able to analyze and synthesize information to some extent.</td>
<td>The student is not able to analyze and synthesize information.</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> The student demonstrates effective communication skills.</td>
<td>The student demonstrates some communication skills.</td>
<td>The student demonstrates limited communication skills.</td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong> The student is able to work collaboratively with others.</td>
<td>The student is able to work collaboratively to some extent.</td>
<td>The student is not able to work collaboratively.</td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong> The student is able to meet deadlines and manage time effectively.</td>
<td>The student is able to meet deadlines to some extent.</td>
<td>The student is not able to meet deadlines.</td>
<td></td>
</tr>
</tbody>
</table>

**Performance at the Exceeds Expectations Level:** The student consistently demonstrates the highest level of performance and consistently exceeds expectations.

**Performance at the Meets Expectations Level:** The student consistently demonstrates the expected level of performance and consistently meets expectations.

**Performance at the Below Expectations Level:** The student consistently demonstrates the lowest level of performance and consistently falls short of expectations.

**Tips to Consider:**
- The student demonstrates a clear understanding of the subject matter.
- The student is able to analyze and synthesize information effectively.
- The student demonstrates effective communication skills.
- The student is able to work collaboratively with others.
- The student is able to meet deadlines and manage time effectively.
### Scoring Criteria Guide

**Domain IV: Guidance**

- **Procedures**
  - Students are expected to identify and analyze
    complications to the instruction/evaluation
  - The diploma and needs of students are ascertained
    to identify and address the needs of the student and
    their family.

- **Improvement/Excellence**
  - The teacher effectively enhances and improves
    the teacher's instructional abilities and approaches.

- **Equity**
  - Students are expected to identify and analyze
    complications to the instruction/evaluation
  - The diploma and needs of students are ascertained
    to address the needs of the student and
    their family.

- **Improvement/Excellence**
  - The teacher effectively enhances and improves
    the teacher's instructional abilities and approaches.

- **Equity**
  - The teacher effectively enhances and improves
    the teacher's instructional abilities and approaches.

- **Procedures**
  - The teacher effectively enhances and improves
    the teacher's instructional abilities and approaches.

- **Equity**
  - The teacher effectively enhances and improves
    the teacher's instructional abilities and approaches.

- **Improvement/Excellence**
  - The teacher effectively enhances and improves
    the teacher's instructional abilities and approaches.

Note: (1) The Professional Standard in this Domain is higher due to the need for consistency and safety.

Note: (2) The criteria in Domain IV relate to the MANAGEMENT of student discipline, instructional strategies, tools, and materials which are an environment in which learning may occur. No decision-making procedures.

- **Procedures**
  - The teacher effectively enhances and improves
    the teacher's instructional abilities and approaches.

- **Equity**
  - The teacher effectively enhances and improves
    the teacher's instructional abilities and approaches.

- **Improvement/Excellence**
  - The teacher effectively enhances and improves
    the teacher's instructional abilities and approaches.

- **Equity**
  - The teacher effectively enhances and improves
    the teacher's instructional abilities and approaches.

- **Procedures**
  - The teacher effectively enhances and improves
    the teacher's instructional abilities and approaches.

- **Equity**
  - The teacher effectively enhances and improves
    the teacher's instructional abilities and approaches.

- **Improvement/Excellence**
  - The teacher effectively enhances and improves
    the teacher's instructional abilities and approaches.

- **Equity**
  - The teacher effectively enhances and improves
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### Domain A: Administration of Special Education -- Instructional Strategies, Time and Materials

<table>
<thead>
<tr>
<th>OTVAITY</th>
<th>OVAILITY</th>
<th>OVAILITY</th>
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<tbody>
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<td>QUALITY</td>
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<tr>
<td>ECON</td>
<td>ECON</td>
<td>ECON</td>
</tr>
</tbody>
</table>

### Exemplar Criteria

- **Quality**
  - Focus on the effectiveness of instruction, the number of times instruction is repeated, the number of times instruction is repeated, and the influence of teacher responses with the student behavior.

- **Time to Complete**
  - Teacher does not exceed instructional expectations.

### Notes
- See NOL (2) [Note 2]
- Teacher does not exceed instructional expectations.
- Teacher does not exceed instructional expectations.

### Scoring Criteria Guide

Performance in the "Proven" level is based on documented evidence of student success. The criteria for this level are based on the National Association of State Directors of Special Education (NADSE) guidelines and the National Association of State Directors of Special Education (NADSE) assessment criteria. Performance at the "Level A" is based on documented evidence of student success. The criteria for this level are based on the NADSE guidelines and the NADSE assessment criteria.
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>62% - 93%</td>
<td>The teacher's knowledge is demonstrated when less than half of the time.</td>
</tr>
<tr>
<td>74% - 88%</td>
<td>The teacher's knowledge is demonstrated when some of the time.</td>
</tr>
<tr>
<td>80% - 89%</td>
<td>The teacher's knowledge is demonstrated when most of the time.</td>
</tr>
<tr>
<td>90% - 100%</td>
<td>The teacher's knowledge is demonstrated when almost all of the time.</td>
</tr>
</tbody>
</table>

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**Domain 1-6 Continued**

Performance at the "Proficient" Level is based upon documentation evidence as appropriate.
### Scoring Criteria Guide

**Domain A4:** Administration of Student Program Instructional Materials, Time, and Materials

<table>
<thead>
<tr>
<th><strong>Educational Materials</strong></th>
<th><strong>Instructional Materials</strong></th>
<th><strong>Quantitative</strong></th>
</tr>
</thead>
</table>
| The teacher uses appropriate instructional materials for LESS THAN HALF OF THE TIME (40%) | The teacher uses appropriate instructional materials for MORE THAN HALF OF THE TIME (60%-79%) | The teacher uses appropriate instructional materials for MOST OF THE TIME (80%-99%) |}

**Qualitative**

- NA

**Exceeds Expectations**

- The teacher uses appropriate instructional materials

**Domain A5:** Professional Development and Appraisal System

**Note:** The criteria in Table A5 are based on the accuracy of the instruction data in the document. The SCORING CRITERIA GUIDE is used to evaluate the professional development and appraisal systems.
### Professional Development and Appraisal System

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest</td>
<td>The teacher utilizes multiple use of educational technology and innovative teaching strategies to enhance student learning.</td>
</tr>
<tr>
<td>Higher</td>
<td>The teacher utilizes educational technology and innovative teaching strategies to enhance student learning.</td>
</tr>
<tr>
<td>Average</td>
<td>The teacher uses educational technology and innovative teaching strategies to enhance student learning.</td>
</tr>
<tr>
<td>Low</td>
<td>The teacher rarely uses educational technology and innovative teaching strategies to enhance student learning.</td>
</tr>
</tbody>
</table>

### Evaluation Criteria

<table>
<thead>
<tr>
<th>Domain</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 1: The teacher effectively manages time and materials.</td>
<td></td>
</tr>
<tr>
<td>Domain 2: Performance in the Project.</td>
<td></td>
</tr>
</tbody>
</table>

### Scoring Criteria Guide

- **Level 2**: The teacher utilizes educational technology and innovative teaching strategies to enhance student learning.
- **Level 1**: The teacher uses educational technology and innovative teaching strategies to enhance student learning.
- **Level 0**: The teacher rarely uses educational technology and innovative teaching strategies to enhance student learning.