

Levels of Performance

Each element of a component has four levels of performance: unsatisfactory, basic, proficient, and distinguished. The levels range from describing teachers who are still striving to master the rudiments of teaching (unsatisfactory) to highly accomplished professionals who are able to share their expertise (distinguished).

Unsatisfactory

The teacher does not yet appear to understand the concepts underlying the component. Working on the fundamental practice associated with the elements will enable the teacher to grow and develop in the area.

Basic

The teacher appears to understand the concepts underlying the component and attempts to implement its elements. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other teachers, and experience particularly supported by a mentor) will enable the teacher to become proficient in this area. For supervision or evaluation, this level is minimally competent-improvement is likely with experience, and little or no actual harm is done to students.

Proficient

This teacher clearly understands the concepts underlying the component and implements it well. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level.

Distinguished

Teachers at this level are master teachers and make a contribution to the field, both in and outside their schools. Their classrooms operate at a qualitatively different level, considering of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning.