

# **Southern Will County Cooperative for Special Education (SOWIC)**

## **Teacher Appraisal System**

# TEACHER APPRAISAL SYSTEM

Section	Table of Contents	Page
<b>1</b>	Appraisal Committee Process and Members	<b>3</b>
<b>2</b>	Introduction, Overview of Danielson Framework	<b>4</b>
<b>3</b>	Appraisal System Beliefs –Commitments and Common Themes	<b>5-6</b>
<b>4</b>	Appraisal System Definitions	<b>7-8</b>
<b>5</b>	Roles of Administrators, Mentors and Teachers in Appraisal Process	<b>9-10</b>
<b>6</b>	Standards of Teaching Performance	<b>11</b>
<b>7</b>	Appraisal Rating System	<b>12-13</b>
<b>8</b>	Overview of the Teacher Appraisal Process	<b>14</b>
<b>9</b>	Non-Tenured Appraisal Process Chart	<b>15</b>
<b>10</b>	Tenured Evaluation Process Chart-PROFICIENT & EXCELLENT	<b>16-17</b>
<b>11</b>	Tenured Evaluation Process Chart- NEEDS IMPROVEMENT	<b>18</b>
<b>12</b>	Tenured Evaluation Process Chart- UNSATISFACTORY	<b>19</b>
<b>APPENDIX A</b>	<b>STANDARDS of PROFESSIONAL PRACTICE</b>	<b>20</b>
	Framework for Teaching (FfT): Chart	<b>21</b>
<b>Document 1</b>	Framework for Teaching (FfT): Rubrics for Teachers	<b>22-45</b>
<b>APPENDIX B</b>	<b>FORMS and DOCUMENTS</b>	<b>46</b>
<b>Form 1</b>	Pre-Observation Conversation	<b>47</b>
<b>Form 2</b>	Post-Observation Conversation: All Segments	<b>48</b>
<b>Form 3</b>	Final Summative Evaluation	<b>49</b>
<b>Form 4</b>	Self-Reflection for Professional Growth: Domains 1-4	<b>50-51</b>
<b>Form 5</b>	Individual Growth Plan (IGP) Template	<b>52</b>
<b>Form 6</b>	Tenured Mid-Plan Meeting Conversation Record	<b>53</b>
<b>Form 7</b>	Tenured Professional Development Plan (PDP)	<b>54</b>
<b>Document 2</b>	Guidelines for Developing an Individual Growth Plan (IGP)	<b>55</b>
<b>Document 3</b>	Guidelines for Developing a SMART Professional Growth Goals for IGP	<b>56</b>
<b>Document 4</b>	Sample Form 4 & Form 5: Elementary Education Teacher	<b>57-59</b>
<b>Document 5</b>	Sample Form 4 & Form 5: Junior High Teacher	<b>60-62</b>
<b>Document 6</b>	Sample Form 4 & Form 5: High School Teacher	<b>63-65</b>
<b>Document 7</b>	Guidelines for Creating a PDP Plan for Tenured Teacher rated (Needs Improvement)	<b>66</b>
<b>Document 8</b>	Quick Reference by Year of Employment	<b>67</b>

## **SECTION 1: APPRAISAL COMMITTEE PROCESS and MEMBERS**

### ***Roles and Responsibilities of the Teacher Appraisal Committee:***

Members of the Appraisal Committee included both certified staff and administrators representing SOWIC, developed the Appraisal Plan. The development provides included ongoing communication with certified staff and professional development of both certified staff and administration in order to be able to implement the plan with fidelity and transparency. The SOWIC Governing Board approved the plan on August 14, 2012, with a revision approved on August 12, 2025.

### ***Members of the 2012 Appraisal Committee:***

Julie Bankes, Kathy Birch, Erin Cozza, Jenny Dinelli, Rebecca Erickson, Vicki Leuck, Laura Pullara, Bridget North, Kate Regis, Bill Roseland, Mary Lou Salato, Jack Skole

### ***Members of the 2025 Appraisal Revision:***

Maggi Blumberg, Grace Doyle, Jamie Erickson, Dr. Tiffany Frey, Erin Moran, Ryan Whitcomb

## **SECTION 2: INTRODUCTION AND OVERVIEW OF DANIELSON FRAMEWORK**

### ***Introduction***

The *SOWIC Teacher Appraisal System* currently focuses on evidence collected on the four domains of teaching as set forth in *Enhancing Professional Practice: A Framework for Teaching* (2011 Revised Edition) by Charlotte Danielson (see description below).

The Teacher Appraisal Committee recognizes the role student growth and teacher value added can play in the appraisal process, and reviewed recent legislation enacted in the State of Illinois calling for student growth to be included in teacher evaluation by 2016.

Currently, student growth is not part of the *SOWIC Teacher Appraisal System*.

### ***Danielson Framework***

*Enhancing Professional Practice: A Framework for Teaching* (2011 Revised Edition) by Charlotte Danielson shall be the basis for the *SOWIC Teacher Appraisal System*. The framework for teaching is a research-based set of components of instruction that are grounded in a constructivist view of learning and teaching. The framework is an invaluable tool to be used as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching.

The framework will serve as the foundation of SOWIC's recruitment and hiring, mentoring, coaching, professional development, and teacher appraisal processes, thus linking all these activities together and helping teachers become more thoughtful practitioners.

The actions teachers can take to improve student learning are clearly identified and fall under four domains of teaching responsibility: Planning and Preparation, the Classroom Environment, Instruction, and Professional Responsibilities. Within the domains there are 22 components that further refine our understanding of what teaching is all about, with four levels of performance for each element.

The Framework for Teaching (2011 Revised Edition) is specifically enhanced to be used as an evaluation instrument. The enhancements contained in the Framework for Teaching (2011 Revised Edition) are based on lessons learned from the Measures of Effective Teaching (MET) Project, a large-scale research study funded by the Bill & Melinda Gates Foundation that used the Framework for Teaching to evaluate over 20,000 classroom lessons. Based on her experience with the MET Project, Charlotte Danielson has enhanced her Framework for Teaching (2011 Revised Edition) to be even more effective, precise, and useful as a tool for teacher evaluation.

### SECTION 3: APPRAISAL PROCESS BELIEFS – COMMITMENTS AND COMMON THEMES

Belief	Aligned Commitments
<b>SOWIC believes that the Teacher Appraisal process must support...</b>	<b>In order to embed this Teacher Appraisal process belief into professional practice, SOWIC commits to...</b>
<b>A Positive Professional Learning Environment</b> where the teaching outcome is continuous improvement.	<ul style="list-style-type: none"> <li>○ Developing a district and school culture that fosters trust among all staff members.</li> </ul>
<b>A Collaborative Culture</b> that values honest and respectful dialogue with the ultimate goal of improving learning for students and teachers.	<ul style="list-style-type: none"> <li>○ Ongoing dialogue focused on improving instruction centered upon commonly defined and understood learning goals.</li> </ul>
<b>Self-Reflection</b> which contributes to the continuous growth and development of a teacher's ongoing practice.	<ul style="list-style-type: none"> <li>○ Developing teacher self-reflection skills through collegial conversations and review of artifacts of student learning/teaching practices that will be used to guide future instruction.</li> <li>○ Embed reflective practices into professional learning processes in the district.</li> </ul>
<b>An Ongoing Process</b> with clear language and consistent expectations for administrators and teachers.	<ul style="list-style-type: none"> <li>○ Training for all administrators to obtain inter-rater reliability</li> <li>○ Training for teachers in order to understand the expectations of proficient teaching in correlation with their level of expertise</li> <li>○ Scheduled conferences and formal/informal observations at reasonable times and frequencies throughout the year</li> <li>○ Setting goals for future professional teaching growth through review of current progress</li> <li>○ Create a professional growth plan to achieve agreed upon goals</li> </ul>
<b>Identified Teaching Behaviors and Skills</b> needed to deliver high quality instruction.	<ul style="list-style-type: none"> <li>○ Facilitating opportunities for staff to become familiar with expected professional behaviors and skills focused upon in <i>The Framework for Teaching</i></li> <li>○ Assessing teacher's use and success with research-based strategies and processes</li> </ul>
<b>Structured, Predictable, Supportive Procedures</b> to meet the specific needs of tenured and non-tenured teachers.	<ul style="list-style-type: none"> <li>○ Creating and implementing appraisal procedures that differentiates between tenured and non-tenured teachers.</li> </ul>
<b>Consistency</b> of measurement through an objective assessment that is evidence-based and is implemented reliably and validly in every setting (i.e., unbiased and dependable methods in every building). The appraisal tool should be part of a connected system from recruitment and hiring, to completion of probationary status and eventual continued success as a tenured teacher.	<ul style="list-style-type: none"> <li>○ Developing a professional learning process for all stakeholders throughout the ongoing implementation of <i>The Framework for Teaching</i> priorities (i.e. focus upon the science and craft of education's professional practice; common appraisal priorities and language; consistent levels of performance expertise; and ongoing improvement based upon evidence collection and collaborative conversation)</li> <li>○ Providing appropriate training for all stakeholders</li> </ul>

## ***Common Appraisal Process Themes:***

### **Equity:**

Creating a positive and respectful environment where ALL students feel valued will encourage open participation. This includes creating enhanced opportunities for those who have been traditionally underserved to access stimulating academic achievement.

### **Cultural Competence:**

Students' cultural background impacts their readiness to learn and their behavior in school. Awareness of and respect for these cultural differences is essential.

### **High Expectations:**

High levels of expectations promote high levels of student achievement. Significant learning requires hard work and concentration. Believing that students are capable tends to become a self-fulfilling prophecy.

### **Developmental Appropriateness:**

How students engage with academic content is shaped by their level of intellectual development. Developmental considerations by the teacher to scaffold individual students' learning process are central to providing appropriate instruction.

### **Attention to Individual Students Including Those with Special Needs:**

Proficient teachers design learning experiences that challenge all students at their individual levels. Embedded in these experiences is sensitivity to the student with special needs; whether the special need is intellectual, physical or emotional.

### **Appropriate Use of Technology:**

Technology is a tool to support and enhance learning. It does not replace learning or learning concepts but is a vital component of our efforts to engage students and staff in the development of new skills.

### **Student Assumption of Responsibility:**

Effective learning requires every individual to be highly engaged and invested in the endeavor (students and teacher). A high-quality learning environment can shift from being completely managed by the teacher to one in which students assume some responsibility. Students are encouraged to suggest instructional outcomes and evaluative criteria.

## SECTION 4: APPRAISAL SYSTEM DEFINITIONS

Behavior Specialist – All portions of the appraisal system that refers to teachers, also includes the position of Behavior Specialist.

Best Practices – Research based methods that are effective in improving student achievement

Differentiated Process – An evaluation process that is responsive to different variations in job assignments, responsibilities and years of experience at SOWIC

Documentation – Evidence/information that supports or explains a position

Effective Systems – Quality assurance and continuous learning that lead to improved achievement

Effective Teaching – Instructional practices that result in increased student growth, as defined in the practices outlined at the *proficient* and *excellent* levels of the *SOWIC Framework for Teaching*

FfT – Danielson's *Framework for Teaching*

Individual Growth Plan (IGP) - A plan jointly developed by the evaluator, teacher, and/or mentor (non-tenured only), which results in the continuous improvement of student learning. The evaluator and mentor shall be available to provide assistance to the teacher in the development of a professional goal, but the responsibility for developing the steps necessary to achieve the goal shall rest with the teacher. In the unlikely event that the evaluator and the teacher do not reach mutual agreement, the evaluator shall be responsible for establishing the goals.

Observation (Formal) – Observing classroom instruction is one of the most powerful practices in which evaluators engage to improve teaching and learning. Formal observations provide valuable opportunities for the teacher and evaluator to discuss the planning process, collect evidence on the teacher's instruction and classroom environment, and dialogue with the teacher after the observation is complete.

Formal observations shall be at least 30 minutes in length. Formal observations shall be preceded by a planning conversation and followed by a wrap-up conversation. 1<sup>st</sup> and 2<sup>nd</sup> year non-tenured teachers will be formally observed at least two times during the school year. 3<sup>rd</sup> and 4<sup>th</sup> year non-tenured teachers will be formally observed at least one time, with additional observations at the discretion of the evaluator or a documented request by the non-tenured teacher.

Tenured-certified staff with an overall rating of Proficient or Excellent will be formally observed within a two-year Individual Growth Plan cycle, with an additional formal observation at the discretion of the evaluator. One documented request by the tenured teacher will be granted.

Tenured-certified staff with an overall rating of Needs Improvement will be formally observed at least one time within a one-year Professional Development Plan cycle, with additional formal observations at the discretion of the evaluator. Additional observations may be granted with a documented request by the tenured teacher pending agreement between the evaluator and teacher.

Observation (Informal) – Informal observations provide the opportunity to reflect on the entire professional performance of a teacher both inside and outside of the classroom. Informal observations may include professional behavior in a variety of settings and/or between a variety of individuals: students, colleagues, parents, administrators or other school staff, as well as involvement in extra-curricular functions or community sponsored activities.

Observing classroom instruction and teacher professional interactions is one of the most powerful practices in which evaluators engage to improve teaching and learning. Informal observations provide valuable opportunities for more frequent interaction between the evaluator and the teacher. Evidence of teaching, aligned with the Framework for Teaching, will be collected by the evaluator and shared in writing with the teacher. The informal observation and follow-up conversations are important job-embedded opportunities for individual professional development because the data collected provides fertile ground for ongoing discussions about teaching and learning, in addition to overall professional performance.

Informal observations that are included in an evaluation are to be documented and shared with the teacher. Examples of documentation include a written memo, e-mail or other writing that memorializes the observation and is shared with the teacher.

Performance Ratings (Domain) – Judgment of teacher job performance on each of the four domains based upon evidence collected during informal and formal observations. According to state requirements, teacher performance shall be rated as: *excellent*, *proficient*, *needs improvement* or *unsatisfactory*.

Performance Ratings (Summative) – Overall judgment of teacher job performance based on the ratings earned on each of the four domains. According to state requirements, teacher performance shall be rated as: *excellent*, *proficient*, *needs improvement* or *unsatisfactory*.

Professional Development Plan (PDP) – The Performance and Evaluation Reform Act includes the language regarding the creation of a Professional Development Plan for a teacher in contractual continued service (tenured) who is rated —needs improvement. This Professional Development Plan (PDP):

- is to be created within 30 days after the completion of an evaluation resulting in the —needs improvement rating
- is to be developed by the evaluator in consultation with the teacher and take into account the tenured teacher’s on-going professional responsibilities including her/her regular teaching assignments
- is to be directed to the areas that need improvement and include support that the district will provide to address the performance areas identified as needing improvement
- does not have a required minimum or maximum length of time (the plan can last until the teacher is evaluated in the next school year)

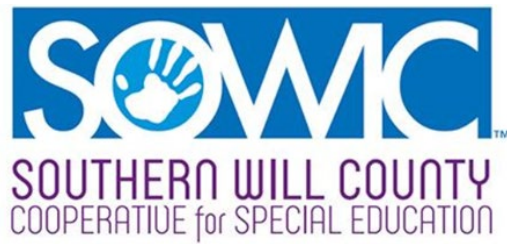
## **SECTION 5: ROLES OF ADMINISTRATORS, MENTORS, AND TEACHERS IN APPRAISAL PROCESS**

### ***Evaluator's Responsibilities***

- Communication with teacher including FfT aligned feedback
- Meeting to discuss expectations based on the FfT, district and school goals
- Review school improvement plan
- Provide training in administering relevant standardized testing
- Conduct informal observations and provide written feedback
- Communicate with mentor to align support for teacher
- Conduct formal observation (minimum of 30 minutes in classroom) including pre and post conferences
- Continuously provide feedback to teacher regarding FfT
- Conduct summative conference and notify teacher of continued employment

### ***Teacher's Responsibilities***

- Understand and implement the FfT
- Meet with evaluator and mentor to ensure adherence to FfT
- Take personal responsibility for attaining proficient performance



## **Mentoring Program**

### **6 Key Components of Mentor Program:**

1. Contact Time
2. Quality of Interaction
3. Quality of Relationship
4. Focus on Student Outcomes
5. School Culture
6. Best Practice

### **Overview:**

Target Group: All 1<sup>st</sup> year certified employees

Length of Program: One school year

Formal Meetings with Facilitator: Introduction Meet and Greet, then one per quarter

Informal Mentor/Mentee Meetings: Every other week with required documentation

Mentor Tips of the Week: Facilitator will provide Mentors with tips and suggestions based on the phases of first year.

Mentor/Mentee Journal Activities

Self-Assessment (focused on 6 key components)

Lessons: Pre-planning, observation, and feedback of lessons observed by Mentor using evaluation tools. Also provide Mentee opportunity to observe Mentor instructing.

## Section 6: STANDARDS of TEACHING PERFORMANCE

<p><b>Domain 1 – Demonstrates effective planning and preparation for instruction through:</b></p> <ul style="list-style-type: none"> <li>a. Knowledge of Content and Pedagogy</li> <li>b. Demonstrating Knowledge of Students</li> <li>c. Setting Instructional Outcomes</li> <li>d. Demonstrating Knowledge of Resources</li> <li>e. Designing Coherent Instruction</li> <li>f. Designing Student Assessments</li> </ul>	<p><b>Domain 2 – Creates an environment conducive for learning by:</b></p> <ul style="list-style-type: none"> <li>a. Creating an Environment of Respect and Rapport</li> <li>b. Establishing a Culture for Learning</li> <li>c. Managing Classroom Procedures</li> <li>d. Managing Student Behavior</li> <li>e. Organizing Physical Space</li> </ul>
<p><b>Domain 4 – Demonstrates professionalism by:</b></p> <ul style="list-style-type: none"> <li>a. Reflecting on Teaching</li> <li>b. Maintaining Accurate Records</li> <li>c. Communicating with Families</li> <li>d. Participating in a Professional Community</li> <li>e. Growing and Developing Professionally</li> <li>f. Showing Professionalism</li> </ul>	<p><b>Domain 3 – Demonstrates effective instruction by:</b></p> <ul style="list-style-type: none"> <li>a. Communicating with Students</li> <li>b. Using Questioning and Discussion Techniques</li> <li>c. Engaging Students in Learning</li> <li>d. Using Assessment in Instruction</li> <li>e. Demonstrating Flexibility and Responsiveness</li> </ul>

Under this evaluation plan, the professional teaching standards to which each teacher is expected to conform are set forth in Charlotte Danielson's *Framework for Teaching*. In addition to the teaching framework, frameworks are provided for:

- Psychologists
- Speech Language Pathologists
- Social Workers

All of the Danielson Frameworks are organized around levels of performance that represent an educator's growth and development throughout his/her career. The Danielson model is focused on accountability for all aspects of the profession. Just as educators work to meet the needs of each student learner, this model addresses the needs of each individual certified staff member.

### ***Framework for Teaching: Levels of Performance***

These levels of performance are included in this plan to support teacher self-reflection, inform and structure professional conversations between teachers and evaluators, and suggest areas for further learning. These levels contribute to a teacher's summative rating system found in Section 7.

<b>UNSATISFACTORY</b>	Professional practice at the Unsatisfactory Level shows evidence of not understanding the concepts underlying the components of the <i>Framework for Teaching</i> or <i>Frameworks for Specialists</i> may represent practice that is harmful and requires intervention.
<b>NEEDS IMPROVEMENT (BASIC)</b>	Professional practice at the Needs Improvement Level shows evidence of knowledge and skills required to practice, but performance is inconsistent, which may be due to lack of experience, expertise, and/or commitment. This level is generally considered minimally competent for teachers early in their careers and in need of specific support in tenured years.
<b>PROFICIENT</b>	Professional practice at the Proficient level shows evidence of thorough knowledge of all aspects of the profession. This is successful, accomplished, professional and effective practice. Certified staff at this level thoroughly know their content, they know their students and colleagues, they know the curriculum, and they have a broad repertoire of strategies and activities to use with students and share peers.
<b>EXCELLENT (DISTINGUISHED)</b>	Professional practice at the Excellent level is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. Practice at this level is at the highest level of expertise and commitment to student learning and individual and collaborative professional learning.

## SECTION 7: APPRAISAL RATING SYSTEM

### *Operating Principles*

#### Domain Ratings in SOWIC Professional Appraisal System

- **Excellent** - *Excellent* ratings in at least half of the components of the domain, with the remaining components rated no lower than *Proficient*.
- **Proficient** – No more than one component rated *Needs Improvement*, with the remaining components rated at *Proficient* or higher.
- **Needs Improvement** – More than one component rated *Needs Improvement*, with the remaining components rated as *Proficient* or higher.
- **Unsatisfactory** - Any component rated as *Unsatisfactory*.

#### Overall Ratings in SOWIC Professional Appraisal System

- **Excellent** - *Excellent* rating in at least two or more of the domains, with the remaining domains rated as *Proficient*.
- **Proficient** – No more than one domain rated *Needs Improvement*, with the remaining domains rated at *Proficient* or higher.
- **Needs Improvement** – More than one domain rated *Needs Improvement*, with the remaining domains rated as *Proficient* or higher.
- **Unsatisfactory** - Any domain rated *Unsatisfactory*.

**Non-Tenured Teacher Contract Renewal** - Each non-tenured teacher will receive a final summative rating and a recommendation for renewal or non-renewal of his/her contract. It is understood that non-tenured teachers in years 1 and 2 may receive a final summative rating of *Needs Improvement* as they are emerging towards proficiency. Non-tenured teachers in years 3 and 4 are expected to maintain a final summative rating of *Proficient* or higher.

**Tenured Teachers** are expected to maintain an overall Summative Rating of *Proficient* or higher. If a Tenured Teacher receives an overall Summative Rating of *Needs Improvement*, a Professional Development Plan will be developed as defined in Section 13. See Section 13 for details.

If a Tenured Teacher exhibits evidence of *Unsatisfactory* practice, an overall Summative Evaluation may be conducted at any time during the contractual school year. An overall Summative Rating of *Unsatisfactory* will result in the development of a Remediation Plan in accordance with the law. See Section 14 for details.

An example of how to arrive at domain and summative ratings can be found on the following page.

## Examples of How to Arrive at a Domain and Final Summative Rating

### Domain Ratings in SOWIC Professional Appraisal System

- **Excellent** - *Excellent* ratings in at least half of the components of the domain, with the remaining components rated no lower than *Proficient*.
- **Proficient** – No more than one component rated *Needs Improvement*, with the remaining components rated at *Proficient* or higher.
- **Needs Improvement** – More than one component rated *Needs Improvement*, with the remaining components rated as *Proficient* or higher.
- **Unsatisfactory** - Any component rated as *Unsatisfactory*.

<b>Domain 2 for Teachers- Classroom Environment</b>				
Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
2a			X	
2b		X		
2c		X		
2d			X	
2e				X
Final Domain Rating		X		

### Overall Ratings in SOWIC Professional Appraisal System

- **Excellent** - *Excellent* rating in at least two or more of the domains, with the remaining domains rated as *Proficient*.
- **Proficient** – No more than one domain rated *Needs Improvement*, with the remaining domains rated at *Proficient* or higher.
- **Needs Improvement** – More than one domain rated *Needs Improvement*, with the remaining domains rated as *Proficient* or higher.
- **Unsatisfactory** - Any domain rated *Unsatisfactory*.

<b>Final Summative Rating</b>				
Domain	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
Domain 1			X	
Domain 2		X		
Domain 3			X	
Domain 4				X
Overall Rating			X	

## SECTION 8: OVERVIEW OF THE TEACHER APPRAISAL PROCESS

CERTIFIED STAFF	NON-TENURED	TENURED	
PURPOSE	<p>Promote student learning through the highest quality of teaching</p> <p>Promote student learning through a commitment to continuous professional learning, shared understanding of learning (professional growth) and collective inquiry Develop each individual's capacity for professional contribution to the team, building and district levels</p> <p>Induct new certified staff into the culture, mission, and vision of SOWIC Support new certified staff's growth through a formative process within clearly defined expectations</p> <p>Build relationships between administrator(s) and new teachers</p> <p>Validate the hiring/selection process</p>	<p>Promote student learning through the highest quality of teaching</p> <p>Promote student learning through a commitment to continuous professional learning, shared understanding of learning (professional growth), and collective inquiry</p> <p>Develop each individual's capacity for professional contribution to the team, building and District levels</p> <p>Support the SOWIC's culture, vision, and mission</p> <p>Support tenured teacher growth through a formative process that promotes collective inquiry and examination of practice Foster collaborative relationships among teachers and administrators</p>	
WHO	<b>Non-tenured</b> All first, second, third and fourth year non- tenured certified staff	<b>Tenured – Proficient &amp; Excellent</b> All tenured, certified staff who receive an overall rating of Proficient or Excellent (See Section 7)	<b>Tenured – Needs Improvement</b> All tenured, certified staff who receive an overall rating of Needs Improvement (See Section 7)
WHAT	<ul style="list-style-type: none"> <li>Formative process focused upon a collaboratively developed Individual Growth Plan based on the Danielson <i>Framework for Teaching</i> and school/ district goals and priorities</li> <li>Ongoing conversations based upon evidence gathered by both teacher and administrator (e.g. logs, teacher reflection, lesson planning, student work, formal and informal observations)</li> <li>Identification of teaching practice areas of celebrations and concentration based upon Formative Feedback Summaries, formative conversations, and Summative Evaluation</li> <li>Areas outside of the Individual Growth Plan may be addressed with the educator and if necessary, a more focused plan may be developed by the administrator for the benefit of the teacher's professional improvement</li> <li>Teacher driven progress monitoring data collection and reflection in collaboration with the administrator</li> <li>Evidence of growth in professional contributions at team, building and/or district level</li> <li>Identification of growth focus for the following year based on the Danielson <i>Framework for Teaching</i></li> </ul>	<ul style="list-style-type: none"> <li>Formative process focused upon a collaboratively developed Individual Growth Plan based on the Danielson <i>Framework for Teaching</i> and school/ district goals and priorities</li> <li>Areas outside of the Individual Growth Plan may be addressed with the educator and if necessary, a more focused plan may be developed by the administrator for the benefit of the teacher's professional improvement</li> <li>Ongoing conversations based on evidence gathered by both teacher and administrator</li> <li>Teacher driven progress monitoring data collection and reflection in collaboration with the administrator</li> <li>Evidence of growth in professional contributions at team, building and/or district level</li> <li>Identification of growth focus for the following year based on the Danielson <i>Framework for Teaching</i></li> <li>Individual Goal Plan may be developed in collaboration with other tenured certified staff</li> </ul>	<ul style="list-style-type: none"> <li>Formalized process focused upon improving identified areas of professional practice through a Professional Development Plan(PDP) based upon the Danielson <i>Framework</i>. The PDP is to be created within 30 days after the completion of an evaluation resulting in the overall —Needs Improvement rating</li> <li>The PDP is developed by the evaluator in consultation with the teacher and takes into account the tenured teacher's on-going professional responsibilities including her/her regular teaching assignments</li> <li>PDP includes evidence of progress/achievement of goal &amp; supports that the district will provide to address the performance areas identified as needing improvement</li> <li>PDP will typically run for 1 year, but does not have a required minimum or maximum length of time</li> </ul>
SUMMATIVE EVALUATION	<b>Annual</b>	<b>Triannual</b>	<b>Annual</b>

# SECTION 9: NON-TENURED APPRAISAL PROCESS CHART

(SEE APPENDIX FOR RELATED FORMS)

EVALUATION TIMELINE NON-TENURED ALL 22 COMPONENTS APPLY TO ALL SEGMENTS		
TIME OF YEAR 22 COMPONENTS	PURPOSE	DOCUMENTS/FORMS (SEE APPENDIX)
<b>SEGMENT 1</b> August-September	<ul style="list-style-type: none"> <li>Review of the District Expectations of FfT of Year Three &amp; Four</li> <li>Informal Observation(s)</li> </ul>	<ul style="list-style-type: none"> <li>Document 1: FfT Rubrics</li> <li>Informal Observation Documentation</li> <li>Other Artifacts of Evidence</li> </ul>
<b>SEGMENT 2</b> September-November	<ul style="list-style-type: none"> <li>Informal Observation(s)</li> <li>Formal Observation</li> <li>Review Professional Progress in Segment 1 &amp; 2; Preview Segment 3 and 4</li> </ul>	<ul style="list-style-type: none"> <li>Document 1: FfT Rubrics</li> <li>Informal Observation Documentation</li> <li>Other Artifacts of Evidence</li> <li>Form 1. Pre-Observation All Segments</li> <li>Formal Observation Summary</li> <li>Form 2. Post-Observation Conversation</li> </ul>
<b>SEGMENT 3</b> December	<ul style="list-style-type: none"> <li>Informal Observation(s)</li> </ul>	<ul style="list-style-type: none"> <li>Document 1: FfT Rubrics</li> <li>Informal Observation Documentation</li> <li>Other Artifacts of Evidence</li> </ul>
<b>SEGMENT 4</b> January-February	<ul style="list-style-type: none"> <li>Informal Observation(s)</li> <li>Formal Observation</li> <li>Review Professional Progress in Segment 1-4</li> <li>Summative Evaluation that is the summation of informal/formal observations of Domain 2 &amp; 3 and ongoing conversations of Domain 1 &amp; 4 as well as other relevant information with Component/Domain Ratings determining the Overall Rating in accordance with Section 7.</li> </ul>	<ul style="list-style-type: none"> <li>Document 1: FfT Rubrics</li> <li>Informal Observation Documentation</li> <li>Other Artifacts of Evidence</li> <li>Form 1. Pre-Observation All Segments</li> <li>Formal Observation Summary</li> <li>Form 2. Post-Observation Conversation</li> <li>Form 3. Final Summative Evaluation</li> </ul>
<b>SEGMENT 5</b> January-June	<ul style="list-style-type: none"> <li>Informal Observation(s)</li> <li>Individual Self-Reflection on Domains 1-4 with Next Steps developed by Teacher with support from the administration</li> <li>Individual Goal Plan developed by Teacher with support/approval of goal from an Administrator</li> </ul>	<ul style="list-style-type: none"> <li>Document 1: FfT Rubrics</li> <li>Informal Observation Documentation</li> <li>Other Artifacts of Evidence</li> <li>Form 4. Self-Reflection for Professional Growth</li> <li>Document 2. IGP SMART Goal Template Reference Document.</li> <li>Form 5. IGP Plan Template</li> </ul>

# SECTION 10: TENURED APPRAISAL PROCESS CHART for PROFICIENT & EXCELLENT

(SEE APPENDIX FOR RELATED FORMS)

EVALUATION TIMELINE FOR TENURED – PROFICIENT AND EXCELLENT ALL 22 COMPONENTS APPLY TO TENURED PROCESS		
TIME OF YEAR	PURPOSE	DOCUMENTS/FORMS (SEE APPENDIX)
By Sept. 30 <sup>th</sup> of the first year of 3-year Individual Growth Plan (IGP)	<ul style="list-style-type: none"> <li>Review of the Tenured District Priorities: Tenured Examples of Behavior, FFT Rubrics, and Appraisal</li> <li>Individual Growth Plan developed, reviewed, and confirmed</li> </ul>	<ul style="list-style-type: none"> <li>Document 1: FFT Rubrics</li> <li>Form 4. Self-Reflection for Professional Growth (optional)</li> <li>Document 2. IGP SMART Goal Template Reference Document</li> <li>Form 5. Individual Growth Plan developed in previous year; review action steps.</li> </ul>
During Year 1 & 2 of 3-year Individual Growth Plan	<ul style="list-style-type: none"> <li>2 or more Informal Observation(s)</li> <li>Optional- Formal Observation (at discretion of the administrator)</li> </ul>	<ul style="list-style-type: none"> <li>Document 1: FFT Rubrics</li> <li>Informal Observation Documentation</li> <li>Other Artifacts of Evidence</li> <li>Form 1. Pre-Observation All Segments**</li> <li>Formal Observation Summary**</li> <li>Form 2. Post-Observation Conversation**</li> </ul> <p>**If Formal Observation performed</p>
During Year 1 & 2 of 3-year Individual Growth Plan, Before end of each year	<ul style="list-style-type: none"> <li>Mid-Plan Meeting to confirm Areas of Celebration and Concentration; Identify additional support if needed</li> <li>Optional-If continuing concerns exist in more than one domain at the end of the Year 1 and/or 2 of the Individual Growth Plan, a Summative Evaluation would be conducted that includes a summation of informal/formal observations of Domain 2 &amp; 3 and ongoing conversations of Domain 1 &amp; 4 as well as other relevant information with Component/Domain Ratings determining the Overall Rating in accordance with Section 7</li> <li>After a Summative Evaluation, Tenured Certified Next Steps                             <ul style="list-style-type: none"> <li>Overall Rating of <i>Proficient</i> or <i>Excellent</i>- develop Individual Growth Plan, <i>see relevant parts of Section 10.</i></li> <li>Overall Rating of <i>Needs Improvement</i>- develop Professional Development Plan, <i>see section 11.</i></li> <li>Overall Rating of <i>Unsatisfactory</i>- develop Remediation Plan, <i>see section 12.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Form 6. Tenured Mid-Plan Meeting Form</li> <li>Form 3. Final Summative Evaluation, if this option is exercised</li> </ul>
30 calendar days before the end of Year 3 of 3-year Individual Growth Plan	<ul style="list-style-type: none"> <li>Summative Evaluation that is the summation of informal/formal observations of Domain 2 &amp; 3 and ongoing conversations of Domain 1 &amp; 4 as well as other relevant information with Component/Domain Rating determining the Overall Rating in accordance with Section 7</li> <li>Tenured Certified Next Steps:                             <ul style="list-style-type: none"> <li>Overall Rating of <i>Proficient</i> or <i>Excellent</i>- develop Individual Growth Plan, <i>see relevant parts of Section 10.</i></li> <li>Overall Rating of <i>Needs Improvement</i>- develop Professional Development Plan, <i>see section 11</i></li> </ul> </li> <li>Overall Rating of <i>Unsatisfactory</i>- develop Remediation Plan, <i>see Section 12</i></li> </ul>	<ul style="list-style-type: none"> <li>Form 1. Pre-Observation All Segments</li> <li>Formal Observation Summary</li> <li>Form 2. Post-Observation Conversation</li> <li>Form 3. Final Summative Evaluation</li> </ul>

# SECTION 11: TENURED APPRAISAL PROCESS CHART for NEEDS IMPROVEMENT

(SEE APPENDIX FOR RELATED FORMS)

<b>EVALUATION TIMELINE FOR TENURED – NEEDS IMPROVEMENT</b> ALL 22 COMPONENTS APPLY TO TENURED PROCESS <b>DEVELOPMENT OF A PROFESSIONAL DEVELOPMENT PLAN (PDP)</b>		
<b>TIME OF YEAR</b>	<b>PURPOSE</b>	<b>DOCUMENTS/FORMS (SEE APPENDIX)</b>
Within 30 calendar days of Teacher receiving an Overall Rating of Needs Improvement	<ul style="list-style-type: none"> <li>Review of the Tenured District Priorities: Tenured Examples of Behavior, FFT Rubrics, Appraisal Operating Principles and Summative Evaluation.</li> <li>Develop Professional Development Plan (PDP) with Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Document 1: FfT Rubrics</li> <li>Form 7. Tenured Professional Development Goal Plan Form</li> </ul>
By September 1st of School Year	<ul style="list-style-type: none"> <li>Confirm implementation of Professional Development Plan with Teacher, Evaluator, and any Certified Staff that will be providing support for the plan</li> </ul>	<ul style="list-style-type: none"> <li>Document 1: FfT Rubrics</li> <li>Form 7. Tenured Professional Development Goal Plan Form</li> </ul>
By Winter Break of the School Year	<ul style="list-style-type: none"> <li>One (1) or more Formal Observation(s)</li> <li>Informal Observation(s)</li> <li>Mid-Plan Meeting</li> </ul>	<ul style="list-style-type: none"> <li>Document 1: FfT Rubrics</li> <li>Informal Observation Documentation</li> <li>Other Artifacts of Evidence</li> <li>Form 1. Pre Observation All Segments</li> <li>Formal Observation Summary.</li> <li>Form 2. Post-Observation Conversation</li> <li>Form 6. Tenured Mid-Plan Meeting Form.</li> </ul>
After Winter Break of School Year	<ul style="list-style-type: none"> <li>One (2) or more Informal Observation(s)</li> <li>Optional - Formal Observation (at discretion of the administrator)</li> </ul>	<ul style="list-style-type: none"> <li>Document 1: FfT Rubrics</li> <li>Informal Observation Documentation</li> <li>Other Artifacts of Evidence</li> <li>Form 1. Pre Observation All Segments**</li> <li>Formal Observation Summary.**</li> <li>Form 2. Post-Observation Conversation.**</li> </ul> <p>**If formal observation performed</p>
30 calendar days before the end of School Year of the Professional Development Plan	<ul style="list-style-type: none"> <li>Summative Evaluation that is the summation of informal/formal observations and ongoing conversations as well as other relevant information with Component/Domain Ratings determining the Overall Rating in accordance with Section 7</li> <li>Tenured Certified Next Steps                             <ul style="list-style-type: none"> <li>Overall Rating of Proficient or Excellent – develop Individual Growth Plan, <i>see relevant parts of Section 10.</i></li> <li>Failure to attain the overall rating of Proficient or Excellent after completion of a PDP period, will result in the rating of Unsatisfactory</li> <li>Overall Rating of Unsatisfactory – develop Remediation Plan, <i>see Section 23.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Form 3. Final Summative Evaluation</li> </ul>

## SECTION 12: TENURED APPRAISAL PROCESS CHART for UNSATISFACTORY

<b>EVALUATION TIMELINE FOR TENURED – UNSATISFACTORY</b> ALL 22 COMPONENTS APPLY TO TENURED PROCESS <b>DEVELOPMENT OF A REMEDIATION PLAN</b> in accordance with Chapter 105ILCS 5/24A et seq.,		
TIME OF YEAR	PURPOSE	DOCUMENTS/FORMS (SEE APPENDIX)
Within 30 calendar days of Teacher receiving an Overall Rating of Unsatisfactory	<ul style="list-style-type: none"> <li>Review of the Tenured District Priorities: Tenured Examples of Behavior, FfT Rubrics, Appraisal Operating Principles and Summative Evaluation.</li> <li>Develop Remediation Plan with Teacher to address deficiencies cited, provided that the deficiencies are remediable</li> <li>Assign a Consulting Teacher to support Remediation Plan</li> </ul>	<ul style="list-style-type: none"> <li>Document 1: FfT Rubrics</li> </ul>
At the beginning of the 90-day Remediation Plan	<ul style="list-style-type: none"> <li>Confirm implementation of Remediation Plan with Teacher, Evaluator, and Consulting Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Document 1: FfT Rubrics</li> </ul>
By the midpoint of the Remediation Plan, and throughout the remainder of the Remediation Period	<ul style="list-style-type: none"> <li>One (2) or more Informal Observation(s)</li> <li>Formal Observations (at discretion of the administrator)</li> </ul>	<ul style="list-style-type: none"> <li>Document 1: FfT Rubrics</li> <li>Informal Observation Documentation</li> <li>Other Artifacts of Evidence</li> <li>Form 1. Pre Observation All Segments**</li> <li>Formal Observation Summary. **</li> <li>Form 2. Post-Observation Conversation. **</li> </ul> <p>**If formal observation performed</p>
At the midpoint of the Remediation Plan	<ul style="list-style-type: none"> <li>Summative Evaluation is conducted and reviewed with the Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Form 3. Summative Evaluation</li> </ul>
At the conclusion of the Remediation Plan period	<ul style="list-style-type: none"> <li>Summative Evaluation that is the summation of informal/formal observations of Domain 2 &amp; 3 and ongoing conversations of Domain 1 &amp; 4 as well as other relevant information with Component/Domain Ratings determining the Overall Rating in accordance with Section 7</li> <li>Tenured Certified Next Steps               <ul style="list-style-type: none"> <li>Overall Rating of Proficient or Excellent – Individual Growth Plan through reinstatement to the district's evaluation schedule. <i>See Section 10.</i></li> <li>Overall Rating of Needs Improvement or Unsatisfactory– Recommendation for Dismissal (Section 12).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Document 1: FfT Rubrics</li> <li>Form 3. Final Summative Evaluation</li> </ul>

Note: A Remediation Plan must be created in accordance with the requirements of the Illinois School Code. Should any provision of this document contradict statutory requirements, the statute will be followed. In that event, the remaining provision of this document that continue to be consistent with law will remain in full force and effect.

# ***Teacher Appraisal System***

## ***Appendix A: Standards of Professional Practice***

# The Framework for Teaching: Domains-Components-Elements (FfT)

<p><b>Domain 1 - Planning and Preparation</b></p> <p><b>1a: Demonstrating Knowledge of Content and Pedagogy</b>  <i>Knowledge of content and the structure of the discipline</i>  <i>Knowledge of prerequisite relationships</i>  <i>Knowledge of content-related pedagogy</i></p> <p><b>1b: Demonstrating Knowledge of Students</b>  <i>Knowledge of child and adolescent development</i>  <i>Knowledge of the learning process</i>  <i>Knowledge of students' skills, knowledge, and language proficiency</i>  <i>Knowledge of students' interests and cultural heritage</i>  <i>Knowledge of students' special needs</i></p> <p><b>1c: Setting Instructional Outcomes</b>  <i>Value, sequence, and alignment</i>  <i>Clarity</i>  <i>Balance</i>  <i>Suitability for diverse learners</i></p> <p><b>1d: Demonstrating Knowledge of Resources</b>  <i>Resources for classroom use</i>  <i>Resources to extend content knowledge and pedagogy</i>  <i>Resources for students</i></p> <p><b>1e: Designing Coherent Instruction</b>  <i>Learning activities</i>  <i>Instructional materials and resources</i>  <i>Instructional groups</i>  <i>Lesson and unit structure</i></p> <p><b>1f: Designing Student Assessments</b>  <i>Congruence with instructional outcomes</i>  <i>Criteria and standards</i>  <i>Design of formative assessments</i>  <i>Use for planning</i></p>	<p><b>Domain 2 – Classroom Environment</b></p> <p><b>2a: Creating an Environment of Respect and Rapport</b>  <i>Teacher interaction with students</i>  <i>Student interactions with other students</i></p> <p><b>2b: Establishing a Culture for Learning</b>  <i>Importance of the content</i>  <i>Expectations for learning and achievement</i>  <i>Student pride in work</i></p> <p><b>2c: Managing Classroom Procedures</b>  <i>Management of instructional groups</i>  <i>Management of transitions</i>  <i>Management of materials and supplies</i>  <i>Performance of non-instructional duties</i>  <i>Supervision of volunteers and paraprofessionals</i></p> <p><b>2d: Managing Student Behavior</b>  <i>Expectations</i>  <i>Monitoring of student behavior</i>  <i>Response to student misbehavior</i></p> <p><b>2e: Organizing Physical Space</b>  <i>Safety and accessibility</i>  <i>Arrangement of furniture and use of physical resources</i></p>
<p><b>Domain 4 – Professional Responsibilities</b></p> <p><b>4a: Reflecting on Teaching</b>  <i>Accuracy</i>  <i>Use in future teaching</i></p> <p><b>4b: Maintaining Accurate Records</b>  <i>Student completion of assignments</i>  <i>Student progress in learning</i>  <i>Non-instructional records</i></p> <p><b>4c: Communicating with Families</b>  <i>Information about the instructional program</i>  <i>Information about individual students</i>  <i>Engagement of families in the instructional program</i></p> <p><b>4d: Participating in a Professional Community</b>  <i>Relationships with colleagues</i>  <i>Involvement in a culture of professional inquiry</i>  <i>Service to the school</i>  <i>Participation in school and district projects</i></p> <p><b>4e: Growing and Developing Professionally</b>  <i>Enhancement of content knowledge and pedagogical skills</i>  <i>Receptivity to feedback from colleagues</i>  <i>Service to the profession</i></p> <p><b>4f: Showing Professionalism</b>  <i>Integrity and ethical conduct</i>  <i>Service to students</i>  <i>Advocacy</i>  <i>Decision making</i>  <i>Compliance with school and district regulations</i></p>	<p><b>Domain 3 - Instruction</b></p> <p><b>3a: Communicating with Students</b>  <i>Expectations for learning</i>  <i>Directions and procedures</i>  <i>Explanations of content</i>  <i>Use of oral and written language</i></p> <p><b>3b: Using Questioning and Discussion Techniques</b>  <i>Quality of questions</i>  <i>Discussion techniques</i>  <i>Student participation</i></p> <p><b>3c: Engaging Students in Learning</b>  <i>Activities and assignments</i>  <i>Instructional materials and resources</i>  <i>Grouping of students</i>  <i>Structure and pacing</i></p> <p><b>3d: Using Assessment in Instruction</b>  <i>Assessment criteria</i>  <i>Monitoring of student learning</i>  <i>Feedback to students</i>  <i>Student self-assessment and monitoring of progress</i></p> <p><b>3e: Demonstrating Flexibility and Responsiveness</b>  <i>Lesson adjustment</i>  <i>Response to students</i>  <i>Persistence</i></p>

## The Framework's Common Themes:

*Equity, Cultural Competence, High Expectations, Developmental Appropriateness, Attention to Individual Students, Appropriate Use of Technology, and Student Assumption of Responsibility*

# Document 1: FtT Rubrics

## Domain 1 for Teachers: Planning and Preparation

	Unsatisfactory	Needs Improvement	Proficient	Excellent
<b>1a: Demonstrating Knowledge of Content and Pedagogy</b>	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teachers' plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
Critical Attributes	<ul style="list-style-type: none"> <li>• Teacher makes content errors.</li> <li>• Teacher does not consider prerequisite relationships when planning.</li> <li>• Teacher's plans use inappropriate strategies for the discipline.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher is familiar with the discipline but does not see conceptual relationships.</li> <li>• Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</li> <li>• Lesson and unit plans use limited instructional strategies and some are not suitable to the content</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher can identify important concepts of the discipline, and their relationships to one another.</li> <li>• The teacher consistently provides clear explanations of the content.</li> <li>• The teacher answers student questions accurately and provides feedback that furthers their learning.</li> <li>• The teacher seeks out content-related professional development.</li> </ul>	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> <li>• Teacher cites intra- and inter-disciplinary content relationships.</li> <li>• Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>• The teacher says, "The official language of Brazil is Spanish, just like other South American countries."</li> <li>• The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."</li> <li>• The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.</li> <li>• The teacher plans to forge ahead with a lesson on addition with re-grouping, even though some students have not fully grasped place value.</li> <li>• The teacher always plans the same routine to study spelling: pre-test on Monday, copy the words 5 times each on Tuesday and Wednesday, test on Friday.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.</li> <li>• The teacher realized her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angle measurement.</li> <li>• The teacher plans to expand a unit on civics by having students simulate a court trial.</li> </ul>	<ul style="list-style-type: none"> <li>• In a unit on 19<sup>th</sup> century literature, the teacher incorporates information about the history of the same period.</li> <li>• Before beginning a unit on the solar system, the teacher surveys the class on their beliefs as to why it is hotter in the summer than in the winter.</li> </ul>

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>lb: Demonstrating Knowledge of Students</b>	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. Goals do not address the needs of the students as defined in the present level of performance.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole. Goals loosely relate to the present levels of performance section of IEP but do not address areas of need for the student.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students. Goals relate directly to the present levels of performance section of IEP and address most areas of identified needs.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students. Goals relate directly to the present levels of performance section of IEP and address all areas of identified needs.
Critical Attributes	<ul style="list-style-type: none"> <li>• Teacher does not understand child development characteristics and have unrealistic expectations for students.</li> <li>• Teacher does not try to ascertain varied ability levels among students in the class.</li> <li>• Teacher is not aware of student interests or cultural heritages.</li> <li>• Teacher takes no responsibility to learn about students' medical or learning disabilities.</li> <li>• Teacher is unaware of relevant information in IEP to generate specific present levels of performance.</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher cites developmental theory but does not seek to integrate it into lesson planning.</li> <li>•Teacher is aware of the different ability levels in the class but tend to teach to the "whole group."</li> <li>•The teacher recognizes that children have different interests and cultural backgrounds but rarely draw on their contributions or differentiates materials to accommodate those differences.</li> <li>• IEP goals are present in IEP but are not customized to the specific needs of students.</li> <li>•The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher knows, for groups of students, their levels of cognitive development</li> <li>• The teacher is aware of the students' cultural groups in the class.</li> <li>• The teacher has a good idea of the range of interests of students in the class.</li> <li>• The teacher has identified "high," "medium," and "low" groups of students within the class.</li> <li>• The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning.</li> <li>• Goals and present levels of performance are connected and address major areas of identified student need</li> <li>• The teacher is aware of the special needs represented by students in the class.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</li> <li>• The teacher seeks out information about their cultural heritage from all students.</li> <li>• The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</li> <li>• Goals and present levels of performance are connected and address all areas of identified student need.</li> </ul>

<p>Possible Examples</p>	<ul style="list-style-type: none"> <li>• The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year olds.</li> <li>• The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.</li> <li>• The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented amongst his students.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher's lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students.</li> <li>• In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican American children in the class.</li> <li>• Lesson plans make only peripheral reference to students' interests. The teacher knows that some of her students have IEPs but they're so long, she hasn't read them yet.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher creates an assessment of students' levels of cognitive development.</li> <li>• The teacher examines students' previous year's folders to ascertain the proficiency levels of groups of students in the class.</li> <li>• The teacher administers a student interest survey at the beginning of the school year.</li> <li>• The teacher plans activities based on student interests.</li> <li>• The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.</li> <li>• The teacher realizes that not all of his students are Christian, so he plans to read a Hanukkah story in December.</li> <li>• The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their Social Studies unit studying South America.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher plans his lesson with three distinct follow-up activities, designed to meet the varied ability levels of his students.</li> <li>• The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning.</li> <li>• The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging, but not too difficult.</li> <li>• The teacher attended the local Mexican heritage day, meeting several of his students' extended family members.</li> <li>• The teacher regularly creates adapted assessment materials for several students with learning disabilities.</li> </ul>
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	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p><b>lc:</b> <b>Setting Instructional Outcomes</b></p>	<p>Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.</p>	<p>Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.</p>	<p>All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> <li>• Outcomes lack rigor.</li> <li>• Outcomes do not represent important learning in the discipline.</li> <li>• Outcomes are not clear or are stated as activities.</li> <li>• Outcomes are not suitable for many students in the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes represent a mixture of low expectations and rigor.</li> <li>• Some outcomes reflect important learning in the discipline.</li> <li>• Outcomes are suitable for most of the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes represent high expectations and rigor.</li> <li>• Outcomes are related to "big ideas" of the discipline.</li> <li>• Outcomes are written in terms of what students will learn rather than do.</li> <li>• Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication.</li> <li>• Outcomes are suitable to groups of students in the class differentiated where necessary.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.</li> <li>• Teacher connects outcomes to previous and future learning</li> <li>• Outcomes are differentiated to encourage individual students to take educational risks.</li> </ul>

<p>Possible Examples</p>	<ul style="list-style-type: none"> <li>• A learning outcome for a fourth-grade class is to make a poster illustrating a poem.</li> <li>• All the outcomes for a ninth-grade history class are factual knowledge.</li> <li>• The topic of the social studies unit involves the concept of "revolutions" but the teacher only expects his students to remember the important dates of battles.</li> <li>• Despite having a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.</li> <li>• The outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students struggle.</li> </ul>	<ul style="list-style-type: none"> <li>• One of the learning outcomes is for students to "appreciate the aesthetics of 18<sup>th</sup> century English poetry."</li> <li>• The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.</li> <li>• The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations.</li> <li>• Students will develop a concept map that links previous learning goals to those they are currently working on.</li> <li>• Some students identify additional learning .</li> </ul>
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	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>Id: Demonstrating Knowledge of Resources</b>	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Critical Attributes	<ul style="list-style-type: none"> <li>• The teacher only uses district-provided materials, even when more variety would assist some students.</li> <li>• The teacher does not seek out resources available to expand his/her own skill.</li> <li>• Although aware of some student needs, the teacher does not inquire about possible resources.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher uses materials in the school library but does not search beyond the school for resources.</li> <li>• The teacher participates in content-area workshops offered by the school but does not pursue other professional development.</li> <li>• The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.</li> </ul>	<ul style="list-style-type: none"> <li>• Texts are at varied levels.</li> <li>• Texts are supplemented by guest speakers and field experiences.</li> <li>• Teacher facilitates Internet resources.</li> <li>• Resources are multi-disciplinary.</li> <li>• Teacher expands knowledge with professional learning groups and organizations.</li> <li>• Teacher pursues options offered by universities.</li> <li>• Teacher provides lists of resources outside the class for students to draw on.</li> </ul>	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> <li>• Texts are matched to student skill level.</li> <li>• The teacher has ongoing relationship with colleges and universities that support student learning.</li> <li>• The teacher maintains log of resources for student reference.</li> <li>• The teacher pursues apprenticeships to increase discipline knowledge.</li> <li>• The teacher facilitates student contact with resources outside the classroom.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>• <i>For their unit on China, the students accessed all of their information from the district-supplied textbook.</i></li> <li>• <i>Mr. J is not sure how to teach fractions, but doesn't know how he's expected to learn it by himself.</i></li> <li>• <i>A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>For a unit on ocean life; the teacher really needs more books, but the school library only has three for him to borrow.</i></li> <li>• <i>The teacher knows she should learn more about teaching literacy, but the school only offered one professional development day last year.</i></li> <li>• <i>The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher provides her 5th graders a range of non-fiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts.</i></li> <li>• <i>The teacher took an online course on Literature to expand her knowledge of great American writers.</i></li> <li>• <i>The teacher distributes a list of summer reading materials that would help prepare his 8<sup>th</sup> graders'</i></li> <li>• <i>The teacher provides her 5<sup>th</sup> graders a range of non-fiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts.</i></li> <li>• <i>The teacher took an online course on Literature to expand her knowledge of great American writers.</i></li> <li>• <i>The teacher distributes a list of summer reading materials that would help prepare his 8<sup>th</sup> graders' transition to high school.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher is not happy with the out-of-date textbook: his students will critique it and write their own text for social studies.</i></li> <li>• <i>The teacher spends the summer at Dow Chemical learning more about current research so she can expand her knowledge base for teaching Chemistry.</i></li> <li>• <i>The teacher matches students in her Family and Consumer Science class with local businesses, the students spend time shadowing employees to understand how their classroom skills might be used on the job.</i></li> </ul>

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>le: Designing Coherent Instruction</b>	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety and do not support IEP goals.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable and groups are inconsistent in supporting IEP goals.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations: progression of activities in the unit is fairly even and most activities reflect sound professional research. The lesson or unit has a clear structure with appropriate and varied use of instructional groups and is appropriate to IEP goals.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to student IEP goals.
Critical Attributes	<ul style="list-style-type: none"> <li>• Learning activities are boring and/or not well aligned to the instructional goals.</li> <li>• Materials are not engaging or do not meet instructional outcomes.</li> <li>• Instructional groups do not support learning.</li> <li>• Lesson plans are not structured or sequenced and are unrealistic in their expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning activities are moderately challenging.</li> <li>• Learning resources are suitable, but there is limited variety.</li> <li>• Instructional groups are random or only partially support objectives.</li> <li>• Lesson structure is uneven or may be unrealistic in terms of time expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning activities are matched to instructional outcomes.</li> <li>• Activities provide opportunity for higher-level thinking.</li> <li>• Teacher provides a variety of appropriately challenging materials and resources.</li> <li>• Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</li> <li>• The plan for the lesson or unit is well structured, with reasonable time allocations.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• Activities permit student choice.</li> <li>• Learning experiences connect to other disciplines.</li> <li>• Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</li> <li>• Lesson plans differentiate for individual student needs.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>• <i>After memorizing the parts of the microscope, the teacher plans to have his 9<sup>th</sup> graders color in the worksheet.</i></li> <li>• <i>Despite having a textbook that was 15 years old, the teacher plans to use that as the sole resource for his Communism unit.</i></li> <li>• <i>The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.</i></li> <li>• <i>The teacher's lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>After the mini lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.</i></li> <li>• <i>The teacher found an atlas to use as a supplemental resource during the geography unit.</i></li> <li>• <i>The teacher always lets students self-select their working groups because they behave better when they can choose who they want to sit with.</i></li> <li>• <i>The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>"The teacher reviews her learning activities with a reference to high level "action verbs" and rewrites some of the activities to increase the challenge level.</i></li> <li>• <i>The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.</i></li> <li>• <i>The teacher plans for students to complete projects in small groups; he carefully selects group members based on their ability level and learning style.</i></li> <li>• <i>The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher's unit on ecosystems lists a variety of high-level activities in a menu; students choose those that suit their approach to learning.</i></li> <li>• <i>While completing their projects, the teacher's students will have access to a wide variety of resources that she has coded by reading level so they can make the best selections.</i></li> <li>• <i>After the cooperative group lesson, students will reflect on their participation and make suggestions for new group arrangements in the future.</i></li> <li>• <i>The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.</i></li> </ul>

	Unsatisfactory	Needs Improvement	Proficient	Excellent
<b>1 f: Designing Student Assessments</b>	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction and IEP planning.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher uses assessment results to plan for current classroom lessons/activity without long term consideration of IEP goals.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and plans for individual and groups of students to work towards IEP goals. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and students are aware of how they are meeting the established IEP goals and participate in the next steps, when appropriate. Teacher intends to use assessment results to plan future instruction for individual students.
Critical Attributes	<ul style="list-style-type: none"> <li>Assessments do not match instructional outcomes.</li> <li>Assessments have no criteria.</li> <li>No formative assessments have been designed.</li> <li>Assessment results do not affect future plans.</li> </ul>	<ul style="list-style-type: none"> <li>Only some of the instructional outcomes are addressed in the planned assessments.</li> <li>Assessment criteria are vague.</li> <li>Plans refer to the use of formative assessments, but they are not fully developed.</li> <li>Assessment results are used to design lesson plans for the whole class, not individual students.</li> </ul>	<ul style="list-style-type: none"> <li>All the learning outcomes have a method for assessment.</li> <li>Assessment types match learning expectations.</li> <li>Plans indicate modified assessments for some students as needed</li> <li>Assessment criteria are clearly written.</li> <li>Plans include formative assessments to use during instruction.</li> <li>Lesson plans indicate possible adjustments based on formative assessment data.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>Assessments provide opportunities for student choice.</li> <li>Students participate in designing assessments for their own work</li> <li>Teacher-designed assessments are authentic with real-world application, as appropriate.</li> <li>Students develop rubrics according to teacher-specified learning objectives.</li> <li>Students are actively involved in collecting information from formative assessments and provide input.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>The teacher marks papers on the foundation of the U S. constitution based on grammar and punctuation; for every mistake, the grade drops from an A to a B, B to a C, etc.</li> <li>After the students present their research on Globalization, the teacher tells them their letter grade; when students asked how he arrived at the grade, he responds, "After all these years in education, I just know what grade to give."</li> <li>The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?"</li> <li>The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving."</li> </ul>	<ul style="list-style-type: none"> <li>The district goal for the Europe unit is for students to understand geo-political relationships, the teacher plans to have the students memorize all the country capitals and rivers.</li> <li>The teacher's students received their tests back; each one was simply marked with a letter grade at the top.</li> <li>The plan indicates that the teacher will pause to "check for understanding" but without a clear process of how that will be done.</li> <li>A student says, "If half the class passed the test, why are we all reviewing the material again?"</li> </ul>	<ul style="list-style-type: none"> <li>Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.</li> <li>Ms. M worked on a writing rubric for her research assessment; she drew on multiple sources to be sure the levels of expectation were clearly defined.</li> <li>Mr. C creates a short questionnaire to distribute to his students at the end of class; based on their responses, he will organize them into different groups during the next lesson's activities.</li> <li>Based on the previous morning's formative assessment, Ms. D plans to have five students to work on a more challenging project, while she works with 6 other students to reinforce the concept.</li> </ul>	<ul style="list-style-type: none"> <li>To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue that is important to the students: the use of cell phones in class.</li> <li>Mr. J's students will write a rubric for their final project on the benefits of solar energy; Mr. J has shown them several sample rubrics and they will refer to those as they create a rubric of their own.</li> <li>After the lesson Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.</li> <li>Mrs. T has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with the teacher during workshop time.</li> </ul>

## Domain 2 for Teachers: Classroom Environment

	Unsatisfactory	Needs Improvement	Proficient	Excellent
<b>2a: Creating an Environment of Respect and Rapport</b>	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional displays of favoritism, disregard for students' ages, cultures, or developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals
Critical Attributes	<ul style="list-style-type: none"> <li>• Teacher uses disrespectful talk towards students. Student body language indicates feelings of hurt or insecurity.</li> <li>• Students use disrespectful talk towards one another with no response from the teacher.</li> <li>• Teacher displays no familiarity with or caring about individual students' interests or personalities.</li> </ul>	<ul style="list-style-type: none"> <li>• The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</li> <li>• Teacher attempts to respond to disrespectful behavior among students, with uneven results.</li> <li>• Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or unusual.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk between teacher and students and among students is uniformly respectful.</li> <li>• Teacher responds to disrespectful behavior among students.</li> <li>• Teacher makes superficial connections with individual students.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• Teacher demonstrates knowledge and caring about individual students' lives beyond school.</li> <li>• When necessary, students correct one another in their conduct towards classmates.</li> <li>• There is no disrespectful behavior among students.</li> <li>• The teacher's response to a student's incorrect response respects the student's dignity</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>• <i>A student slumps in his/her chair following a comment by the teacher.</i></li> <li>• <i>Students roll their eyes at a classmate's idea; the teacher does not respond.</i></li> <li>• <i>Many students talk when the teacher and other students are talking; the teacher does not correct them.</i></li> <li>• <i>Some students refuse to work with other students.</i></li> <li>• <i>Teacher does not call students by their names.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.</i></li> <li>• <i>A few students do not engage with others in the classroom, even when put together in small groups.</i></li> <li>• <i>Students applaud half-heartedly following a classmate's presentation to the class.</i></li> <li>• <i>Teacher says "Don't talk that way to your classmates," but student shrugs his/her shoulders</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teacher greets students by name as they enter the class or during the lesson.</i></li> <li>• <i>The teacher gets on the same level with students, such as kneeling beside a student working at a desk</i></li> <li>• <i>Students attend fully to what the teacher is saying.</i></li> <li>• <i>Students wait for classmates to finish speaking before beginning to talk</i></li> <li>• <i>Students applaud politely following a classmate's presentation to the class.</i></li> <li>• <i>Students help each other and accept help from each other.</i></li> <li>• <i>Teacher and students use courtesies such as "please/thank you, excuse me."</i></li> <li>• <i>Teacher says "Don't talk that way to your classmates," and the insults stop.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).</i></li> <li>• <i>Students say "Shhh" to classmates while the teacher or another student is speaking.</i></li> <li>• <i>Students clap enthusiastically for one another's presentations for a job well done.</i></li> <li>• <i>The teacher says: "That's an interesting idea, Josh, but you're forgetting.."</i></li> </ul>

	Unsatisfactory	Needs Improvement	Proficient	Excellent
<b>2b: Establishing a Culture for Learning</b>	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work.	The classroom culture is a cognitively busy place where learning is valued, the teacher conveys genuine enthusiasm for the subject, and students demonstrate apparent buy-in. The teacher conveys that with hard work students can be successful. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by most students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
Critical Attributes	<ul style="list-style-type: none"> <li>• The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.</li> <li>• The teacher conveys to at least some students that the work is too challenging for them.</li> <li>• Students exhibit little or no pride in their work.</li> <li>• Class time is devoted more to socializing than to learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher 's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off. "</li> <li>• The teacher conveys high expectations for only some students.</li> <li>• Students comply with the teacher 's expectations for learning, but don 't indicate commitment on their own initiative for the work.</li> <li>• Many students indicate that they are looking for an "easy path."</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher communicates the importance of learning, and that with hard work all students can be successful in it.</li> <li>• The teacher demonstrates a high regard for student abilities.</li> <li>• Teacher conveys an expectation of high levels of student effort.</li> <li>• Students expend good effort to complete work of high quality.</li> </ul>	<p>In addition to the characteristics of "Proficient,"</p> <ul style="list-style-type: none"> <li>• The teacher communicates a genuine passion for the subject.</li> <li>• Students indicate that they are not satisfied unless they have complete understanding.</li> <li>• Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.</li> <li>• Students recognize the efforts of their classmates.</li> <li>• Students take initiative in improving the quality of their work.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>• <i>The teacher tells students that they're doing a lesson because it's on the test, in the book, or is district directed.</i></li> <li>• <i>Teacher says to a student: "Why don't you try this easier problem?"</i></li> <li>• <i>Students turn in sloppy or incomplete work.</i></li> <li>• <i>Students don 't engage in work and the teacher ignores it.</i></li> <li>• <i>Students have not completed their homework, and the teacher does not respond.</i></li> <li>• <i>Almost all of the activities are "busy work. "</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teacher says: "Let's get through this."</i></li> <li>• <i>Teacher says: "I think most of you will be able to do this."</i></li> <li>• <i>Students consult with one another to determine how to fill in a worksheet, without challenging classmates' thinking.</i></li> <li>• <i>Teacher does not encourage students who are struggling.</i></li> <li>• <i>Some students get to work after an assignment is given or after entering the room.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teacher says: "This is important; you'll need to speak grammatical English when you apply for a job."</i></li> <li>• <i>Teacher says: "This idea is really important! It's central to our understanding of history."</i></li> <li>• <i>Teacher says: "Let's work on this together: it's hard, but you all will be able to do it well."</i></li> <li>• <i>Teacher hands a paper back to a student, saying "I know you can do a better job on this." The student accepts it without complaint.</i></li> <li>• <i>Students get right to work right away when an assignment is given or after entering the room.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher says, "It's really fun to find the patterns for factoring polynomials."</i></li> <li>• <i>Student asks a classmate to explain a concept or procedure since s/he didn't quite follow the teacher 's explanation.</i></li> <li>• <i>Students question one another on answers.</i></li> <li>• <i>Student asks the teacher whether s/he can re-do a piece of work since s/he now sees how it could be strengthened.</i></li> <li>• <i>Students work even when the teacher isn 't working with them or directing their efforts.</i></li> </ul>

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>2c Managing Classroom Procedures</b>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines. When applicable supervision of paraprofessionals, paraprofessionals have no clearly defined duties or do nothing most of the time.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines. When applicable supervision of paraprofessionals; paraprofessionals are productively engaged during portion of class time but require frequent	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines. When applicable supervision of paraprofessionals; paraprofessionals are productively and independently engaged during the entire class.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. When applicable supervision of paraprofessionals, paraprofessionals make a substantive contribution to the classroom environment.
Critical Attributes	<ul style="list-style-type: none"> <li>• Students not working with the teacher are disruptive to the class.</li> <li>• There are no established procedures for distributing and collecting materials.</li> <li>• Procedures for other activities are confused or chaotic.</li> </ul>	<ul style="list-style-type: none"> <li>• Small groups are only partially engaged while not working directly with the teacher.</li> <li>• Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.</li> <li>• Classroom routines function unevenly.</li> </ul>	<ul style="list-style-type: none"> <li>• The students are productively engaged during small group work.</li> <li>• Transitions between large and small group activities are smooth.</li> <li>• Routines for distribution and collection of materials and supplies work efficiently.</li> <li>• Classroom routines function smoothly.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• Students take the initiative with their classmates to ensure that their time is used productively.</li> <li>• Students themselves ensure that transitions and other routines are accomplished smoothly.</li> <li>• Students take initiative in distributing and collecting materials efficiently.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>• <i>When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc.</i></li> <li>• <i>There are long lines for materials and supplies or distributing supplies is time-consuming.</i></li> <li>• <i>Students bump into one another lining up or sharpening pencils.</i></li> <li>• <i>Roll-taking consumes much time at the beginning of the lesson and students are not working on anything.</i></li> <li>• <i>Most students ask what they are to do or look around for clues from others.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Some students not working with the teacher are not productively engaged in learning.</i></li> <li>• <i>Transitions between large and small group activities are rough but they are accomplished.</i></li> <li>• <i>Students are not sure what to do when materials are being distributed or collected.</i></li> <li>• <i>Students ask some calming questions about procedures</i></li> <li>• <i>The attendance or lunch count consumes more time than it would need if the procedure were more routinized.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Students get started on an activity while the teacher takes attendance.</i></li> <li>• <i>Students move smoothly between large and small group activities.</i></li> <li>• <i>The teacher has an established timing device, such as counting down, to signal students to return to their desks.</i></li> <li>• <i>Teacher has an established attention signal, such as raising a hand, or dimming the lights.</i></li> <li>• <i>One member of each small group collects materials for the table.</i></li> <li>• <i>There is an established color-coded system indicating where materials should be stored.</i></li> <li>• <i>In small group work, students have established roles, they listen to one another, summarize g different views, etc.</i></li> <li>• <i>Clean-up at the end of a lesson is fast and efficient.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.</i></li> <li>• <i>A student reminds classmates of the roles that they are to play within the group.</i></li> <li>• <i>A student re-directs a classmate to the table s/he should be at following a transition.</i></li> <li>• <i>Students propose an improved attention signal.</i></li> <li>• <i>Students independently check themselves into class on the attendance board.</i></li> </ul>

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>2d Managing Student Behavior</b>	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity. No evidence of individual behavior intervention plans.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct or individual behavior plans.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct for classroom as well as individual behavior plans. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students
Critical Attributes	<ul style="list-style-type: none"> <li>• The classroom environment is chaotic, with no apparent standards of conduct or individual behavior plans.</li> <li>• The teacher does not monitor student behavior.</li> <li>• Some students violate classroom rules, without apparent teacher awareness.</li> <li>• When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct or individual behavior plans, implementation is inconsistent.</li> <li>• Teacher attempts to keep track of student behavior, but with no apparent system.</li> <li>• The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.</li> </ul>	<ul style="list-style-type: none"> <li>• Standards of conduct or individual behavior plans appear to have been established.</li> <li>• Student behavior is generally appropriate.</li> <li>• The teacher frequently monitors student behavior.</li> <li>• Teacher's response to student misbehavior is effective.</li> <li>• Teacher acknowledges good behavior.</li> </ul>	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> <li>• Student behavior is entirely appropriate, no evidence of student misbehavior.</li> <li>• The teacher monitors student behavior without speaking—just moving about.</li> <li>• Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</li> <li>• Teacher consistently reinforces individual behavior plans.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>• <i>Students are talking among themselves, with no attempt by the teacher to silence them.</i></li> <li>• <i>An object flies through the air without apparent teacher notice.</i></li> <li>• <i>Students are running around the room, resulting in a chaotic environment.</i></li> <li>• <i>Their phones and other electronics distract students and teacher doesn't do anything.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Classroom rules are posted, but neither teacher nor students refer to them.</i></li> <li>• <i>The teacher repeatedly asks students to take their seats; they ignore him/her.</i></li> <li>• <i>To one student: "Where's your late pass? "Go to the office. "</i></li> <li>• <i>To another: "You don 't have a late pass? Come in and take your seat; you've missed enough already."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Upon a non-verbal signal from the teacher, students correct their behavior.</i></li> <li>• <i>The teacher moves to every section of the classroom, keeping a close eye on student behavior.</i></li> <li>• <i>The teacher gives a student a "hard look," and the student stops talking to his/her neighbor.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>A student suggests a revision in one of the classroom rules.</i></li> <li>• <i>The teacher notices that some students are talking among themselves, and without a word, moves nearer to them, the talking stops.</i></li> <li>• <i>The teacher asks to speak to a student privately about misbehavior.</i></li> <li>• <i>A student reminds his/her classmates of the class rule about chewing gum.</i></li> </ul>

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>2e: Organizing Physical Space</b>	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Critical Attributes	<ul style="list-style-type: none"> <li>• There are physical hazards in the classroom, endangering student safety.</li> <li>• Many students can't see or hear the teacher or the board.</li> <li>• Available technology is not being used, even if available and its use would enhance the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• The physical environment is safe, and most students can see and hear.</li> <li>• The physical environment is not an impediment to learning but does not enhance it.</li> <li>• The teacher makes limited use of available technology and other resources.</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom is safe, and all students are able to see and hear.</li> <li>• The classroom is arranged to support the instructional goals and learning activities.</li> <li>• The teacher makes appropriate use of available technology.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• Modifications are made to the physical environment to accommodate students with special needs.</li> <li>• There is total alignment between the goals of the lesson and the physical environment.</li> <li>• Students take the initiative to adjust the physical environment.</li> <li>• Teachers and students make extensive and imaginative use of available technology</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>• <i>There are electrical cords running around the classroom.</i></li> <li>• <i>There is a pole in the middle of the room; some students can't see the board.</i></li> <li>• <i>A white board is in the classroom, but it is facing the wall, indicating that it is rarely, if ever, used.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher ensures that dangerous chemicals are stored safely.</i></li> <li>• <i>The classroom desks remain in two semicircles, even though the activity for small groups would be better served by moving the desks to make tables for a portion of the lesson.</i></li> <li>• <i>The teacher tries to use a computer to illustrate a concept but requires several attempts to make it work.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.</i></li> <li>• <i>Desks are moved to make tables so students can work together, or in a circle for a class discussion.</i></li> <li>• <i>The use of an Internet connection enriches the lesson.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Students ask if they can shift the furniture to better suit small group work, or discussion.</i></li> <li>• <i>A student closes the door to shut out noise in the corridor or lowers a blind to block the sun from a classmate's eyes.</i></li> <li>• <i>A student suggests an application of the white board for an activity.</i></li> </ul>

### Domain 3 for Teachers: Instruction

	<b>Unsatisfactory (Unsatisfactory)</b>	<b>Needs Improvement (Emerging)</b>	<b>Proficient (Proficient)</b>	<b>Excellent (Distinguished)</b>
<b>3a: Communicating with Students</b>	The instructional purpose of the lesson is unclear / not related to individual student needs/disabilities and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion or are excessively detailed. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded to individual student needs/disabilities, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding to individual needs and disabilities and connecting with students' interests. Students are encouraged to contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
Critical Attributes	<ul style="list-style-type: none"> <li>• At no time during the lesson does the teacher convey to the students what they will be learning.</li> <li>• Students indicate through their questions that they are confused as to the learning task.</li> <li>• The teacher makes a serious content error that will affect students' understanding of the lesson.</li> <li>• Students indicate through body language or questions that they don't understand the content being presented.</li> <li>• Teacher's communications include errors of vocabulary or usage.</li> <li>• Vocabulary is inappropriate to the age or culture of the students.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.</li> <li>• Teacher must clarify the learning task so students can complete it.</li> <li>• The teacher makes no serious content errors, although he may make a minor error.</li> <li>• The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.</li> <li>• Vocabulary and usage are correct but unimaginative.</li> <li>• Vocabulary is too advanced or juvenile for the students.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher states clearly, at some point during the lesson, what the students will be learning.</li> <li>• If appropriate, the teacher models the process to be followed in the task.</li> <li>• Students engage with the learning task, indicating that they understand what they are to do.</li> <li>• The teacher makes no content errors.</li> <li>• Teacher's explanation of content is clear and invites student participation and thinking.</li> <li>• Vocabulary and usage are correct and completely suited to the lesson.</li> <li>• Vocabulary is appropriate to the students' ages and levels of development.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• The teacher points out possible areas for misunderstanding.</li> <li>• Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</li> <li>• The teacher invites students to explain the content to the class, or to classmates.</li> <li>• Teacher uses rich language, offering brief vocabulary lessons where appropriate.</li> </ul>

Possible Examples	<ul style="list-style-type: none"> <li>• A student asks: "What are we supposed to be doing?" but the teacher ignores the question.</li> <li>• The teacher states that to add fractions, they must have the same numerator.</li> <li>• Students have a quizzical look on their faces; some may withdraw from the lesson.</li> <li>• Students become disruptive, or talk among themselves in an effort to</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher mis-pronounces "..."</li> <li>• The teacher says: "And oh, by the way, today we're going to factor polynomials."</li> <li>• A student asks: "What are we supposed to be doing?" and the teacher clarifies the task.</li> <li>• Students ask, "What do I write here?" in order to complete a task.</li> <li>• The teacher says: "Watch me while I show you how to ...." with students</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of today's lesson, you're all going to be able to factor different types of polynomials."</li> <li>• In the course of a presentation of content, the teacher asks of students: "Can anyone think of an example of that?"</li> <li>• The teacher uses a board or projection device so students can refer to it without requiring the teacher's attention.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher says: "Here's a spot where some students have difficulty: be sure to read it carefully."</li> <li>• The teacher asks a student to explain the task to other students.</li> <li>• When needed, a student offers clarification about the learning task to classmates.</li> <li>• The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day, or by the water in a hose that has been sitting in the sun</li> </ul>
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	<b>Unsatisfactory (Unsatisfactory)</b>	<b>Needs Improvement (Emerging)</b>	<b>Proficient (Proficient)</b>	<b>Excellent (Distinguished)</b>
<b>3b: Using Questioning Prompts and Discussion</b>	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Questions do not reflect teacher knowledge of students' individual needs/disabilities. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance with little consideration of the specific students' needs/disabilities. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to accommodate students' needs/disabilities that promotes student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students at a high level that addresses specific students identified needs/disabilities . Students formulate many questions, initiate topics and make unsolicited contributions. Teacher successfully engages all students in the discussion and students may encourage and honor the participation of others.
Critical Attributes	<ul style="list-style-type: none"> <li>• Questions are rapid-fire, and convergent, with a single correct answer.</li> <li>• Questions do not invite student thinking.</li> <li>• All discussion is between teacher and students; students are not invited to speak directly to one another.</li> <li>• A few students dominate the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher frames some questions designed to promote student thinking, but only a few students are involved.</li> <li>• The teacher invites students to respond directly to one another's ideas, but few students respond.</li> <li>• Teacher calls on many students, but only a small number actually participate in the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher uses open-ended questions at a level that considers/reflects students' eds/disabilities which invite, students to think and/or have multiple possible answers.</li> <li>• The teacher makes effective use of wait time.</li> <li>• The teacher builds on uses student responses to questions effectively.</li> <li>• Discussions enable students to talk to one another, without ongoing mediation by the teacher.</li> <li>• The teacher calls on most students, even those who don 't initially volunteer.</li> <li>• Many students actively engage in the discussion.</li> </ul>	<p>In addition to the characteristics of "proficient, "</p> <ul style="list-style-type: none"> <li>• Students initiate higher-order questions.</li> <li>• Students extend the discussion, enriching it.</li> <li>• Students invite comments from their classmates during a discussion.</li> </ul>

Possible Examples	<ul style="list-style-type: none"> <li>• All questions are of the "recitation" type, such as "What is 3 x 4?"</li> <li>• The teacher asks a question for which the answer is on the board; students respond by reading it.</li> <li>• The teacher only calls on students who have their hands up.</li> </ul>	<ul style="list-style-type: none"> <li>• Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"</li> <li>• The teacher asks: "Who has an idea about this?" but the same three students offer comments.</li> <li>• The teacher asks: "Michael, can you comment on Mary's idea?" but Michael does not respond, or makes a comment directly to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher asks: "What might have happened if the colonists had not prevailed in the American war for independence?"</li> <li>• The teacher uses plural the form in asking questions, such as: "What are some things you think might contribute to...?"</li> <li>• The teacher asks: "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary.</li> <li>• The teacher asks a question and asks every student to write a brief response, then share with a partner before inviting a few to offer their ideas to the entire class.</li> </ul>	<ul style="list-style-type: none"> <li>• A student asks "How many ways are there to get this answer?"</li> <li>• A student says to a classmate: "I don't think I agree with you on this, because"</li> <li>• A student asks of other students: "Does anyone have another idea as to how we might figure this out?"</li> <li>• A student asks "What if ..?"</li> </ul>
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	<b>Unsatisfactory (Unsatisfactory)</b>	<b>Needs Improvement (Emerging)</b>	<b>Proficient (Proficient)</b>	<b>Excellent (Distinguished)</b>
<b>3c: Engaging Students in Learning</b>	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested. Instructional materials are unsuitable to the IEP goals/objectives.	The learning tasks or prompts are partially aligned with the instructional outcomes and IEP goals/objectives but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged. Instructional materials are partially suitable to the IEP goals/objectives .	The learning tasks and activities are aligned with the instructional outcomes and IEP goals/objectives. They are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. Instructional materials and resources are suitable to the IEP goals/objectives	Virtually all students are intellectually engaged in appropriate activities that represents the content and link directly with students' knowledge and IEP goals/objectives. Through well designed learning tasks, and suitable scaffolding by the teacher, instructional outcomes are fully aligned. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.

Critical Attributes	<ul style="list-style-type: none"> <li>• Few students are intellectually engaged in the lesson.</li> <li>• Learning tasks require only recall or have a single correct response or method.</li> <li>• The materials used ask students only to perform rote tasks.</li> <li>• Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</li> <li>• Instructional materials used are unsuitable to the lesson and/or the students.</li> <li>• The lesson drags or is rushed.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students are intellectually engaged in the lesson.</li> <li>• Learning tasks are a mix of those requiring thinking and recall.</li> <li>• Student engagement with the content is largely passive, learning primarily facts or procedures.</li> <li>• Students have no choice in how they complete tasks.</li> <li>• The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</li> <li>• The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.</li> <li>• The pacing of the lesson is uneven; suitable in parts but rushed or dragging in others.</li> </ul>	<ul style="list-style-type: none"> <li>• Most students are intellectually engaged in the lesson.</li> <li>• Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</li> <li>• Students have some choice in how they complete learning tasks.</li> <li>• There is a mix of different types of groupings, suitable to the lesson objectives.</li> <li>• Materials and resources support the learning Goals and identified IEP goals/objectives.</li> <li>• The pacing of the lesson provides students the time needed to be intellectually engaged.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• Virtually all students are highly engaged in the lesson.</li> <li>• Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.</li> <li>• Students suggest modifications to the grouping patterns used.</li> <li>• Students have extensive choice in how they complete tasks.</li> <li>• Students suggest modifications or additions to the materials being used</li> <li>• Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>• <i>Students are able to fill out the lesson worksheet without understanding what it's asking them to do.</i></li> <li>• <i>The lesson drags, or feels rushed.</i></li> <li>• <i>Students complete "busy work" activities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Students are asked to fill in a worksheet, following an established procedure.</i></li> <li>• <i>There is a recognizable beginning, middle, and end to the lesson.</i></li> <li>• <i>Parts of the lesson have a suitable pace; other parts drag or feel rushed.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.</i></li> <li>• <i>Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table.</i></li> <li>• <i>There is a clear beginning middle, and end to the lesson.</i></li> <li>• <i>The lesson is neither rushed nor drags.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Students are asked to write an essay "in the style of Heningsway."</i></li> <li>• <i>A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.</i></li> <li>• <i>Students identify or create their own learning materials.</i></li> <li>• <i>Students summarize their learning from the lesson.</i></li> </ul>
	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>3d: Using Assessment in Instruction</b>	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. Assessments are not aligned to IEP goals/objectives.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning and are always aligned with IEP goals/objectives.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning that reflect IEP goals/objectives.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and at times peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students IEP goals/objectives.

Critical Attributes	<ul style="list-style-type: none"> <li>• The teacher gives no indication of what high quality work looks like.</li> <li>• The teacher makes no effort to determine whether students understand the lesson.</li> <li>• Feedback is only global.</li> <li>• The teacher does not ask students to evaluate their own or classmates' work.</li> </ul>	<ul style="list-style-type: none"> <li>• There is little evidence that the students understand how their work will be evaluated.</li> <li>• Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.</li> <li>• Teacher requests global indications of student understanding.</li> <li>• Feedback to students is not uniformly specific, not oriented towards future improvement of work.</li> <li>• The teacher makes only minor attempts to engage students in self- or peer- assessment.</li> <li>• The teacher's attempts to adjust the lesson are partially successful.</li> </ul>	<ul style="list-style-type: none"> <li>• Students indicate that they clearly understand the characteristics of high-quality work.</li> <li>• The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements.</li> <li>• Feedback includes specific and timely guidance for at least groups of students.</li> <li>• The teacher attempts to engage students in self- or peer-assessment.</li> <li>• When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• There is evidence that students have helped establish the evaluation criteria.</li> <li>• Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.</li> <li>• Teacher makes frequent use of strategies to elicit information about individual student understanding.</li> <li>• Feedback to students is specific and timely, and is provided from many sources, including other students.</li> <li>• Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</li> <li>• The teacher's adjustments to the lesson are designed to assist individual students.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>• A student asks: "How is this assignment going to be graded?"</li> <li>• A student asks "Does this quiz count towards my grade?"</li> <li>• The teacher forges ahead with a presentation without checking for understanding.</li> <li>• The teacher says "good job everyone"</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher asks: "Does anyone have a question?"</li> <li>• When a student completes a problem on the board, the teacher corrects the student's work without explaining why.</li> <li>• The teacher, after receiving a correct response from one student continues, without ascertaining whether all students understand the concept.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher circulates during small group or independent work, offering suggestions to groups of students.</li> <li>• The teacher uses a specifically-formulated question to elicit evidence of student understanding.</li> <li>• The teacher asks students to look over their papers to correct their errors.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them.</li> <li>• While students are working, the teacher circulates providing substantive feedback to individual students.</li> <li>• The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding</li> <li>• Students offer feedback to their classmates on their work.</li> <li>• Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.</li> </ul>

	<b>Unsatisfactory (Unsatisfactory)</b>	<b>Needs Improvement (Emerging)</b>	<b>Proficient (Proficient)</b>	<b>Excellent (Distinguished)</b>
<b>3c: Demonstrating Flexibility and Responsiveness</b>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher does not respond to the changing needs of students due to their specific disability. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed. Teacher responds to student questions, specific disability needs, and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, specific disability needs and interests. The teacher persists in seeking approaches for students who have specific disabilities, drawing on a broad repertoire of strategies .	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students with specific disabilities and those who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
Critical Attributes	<ul style="list-style-type: none"> <li>• Teacher ignores indications of student Boredom, lack of understanding, or needs based on their disability.</li> <li>• Teacher brushes aside student questions.</li> <li>• Teacher makes no attempt to incorporate student interests into the lesson.</li> <li>• The teacher conveys to students that when they have difficulty learning, it is their fault.</li> <li>• In reflecting on practice, the teacher does not indicate that it is important to reach all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher 's efforts to modify the lesson are only partially successful.</li> <li>• Teacher makes perfunctory attempts to incorporate student questions, specific disability needs, and interests into the lesson.</li> <li>• The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.</li> <li>• In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher successfully makes a minor modification to the lesson.</li> <li>• Teacher incorporates students' interests and questions into the heart of the lesson.</li> <li>• The teacher conveys to students that she has other approaches to try when the students experience difficulty.</li> <li>• In reflecting on practice, the teacher cites multiple approaches undertaken to reach students with specific disabilities who are having difficulty.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• Teacher successfully executes a major lesson readjustment when needed.</li> <li>• Teacher seizes on a teachable moment to enhance a lesson.</li> <li>• The teacher conveys to students that he won 't consider a lesson "finished" until every student understands, and that he has a broad range of approaches to use.</li> <li>• In reflecting on practice, the teacher can cite others in the school and beyond who she has contacted for assistance in reaching some students.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>• <i>The teacher says: "We don't have time for that today."</i></li> <li>• <i>The teacher makes no attempt to adjust the lesson based on student confusion.</i></li> <li>• <i>A student with Autism experiencing a "melt down" and the teacher ignores his/her needs and continues with lesson, leaving student and class in distress.</i></li> <li>• <i>The teacher says: "If you'd just pay attention, you could understand this."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher says: "I'll try to think of another way to come at this and get back to you."</i></li> <li>• <i>A student with Autism experiencing a "melt down" and the teacher acknowledges his/her needs but attempts to implement remediation strategies partially successful and returns to original lesson.</i></li> <li>• <i>The teacher says: "I realize not everyone understands this, but we can't spend any more time on it."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher says: "That 's an interesting idea; let's see how it fits."</i></li> <li>• <i>The teacher illustrates a principle of good writing to a student using his interest in basketball as context.</i></li> <li>• <i>A student with Autism experiencing a "melt down" and the teacher acknowledges his/her needs and implements remediation strategies successfully.</i></li> <li>• <i>The teacher says: "Let 's try this way, and then uses another approach."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher stops in mid-stream in a lesson, and says: "This activity doesn 't seem to be working! Here's another way I'd like you to by it."</i></li> <li>• <i>A student with Autism experiencing a "melt down" and the teacher is able to quickly adapt and employ a variety of intervention strategies even if initial strategies are not effective..</i></li> <li>• <i>The teacher incorporates the school's upcoming championship game into an explanation of averages.</i></li> <li>• <i>The teacher says: "If we have to come back</i></li> </ul>

	<b>Unsatisfactory (Unsatisfactory)</b>	<b>Needs Improvement (Emerging)</b>	<b>Proficient (Proficient)</b>	<b>Excellent (Distinguished)</b>
<b>4a: Reflecting on Teaching</b>	Teacher does not know whether a lesson was effective or achieved its instructional outcomes and IEP goals, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes IEP goals were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of how it could be adapted for specific disability needs and student IEP goals what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved IEP goals and instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	<ul style="list-style-type: none"> <li>•The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</li> <li>•The teacher makes no suggestions for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>•The teacher has a general sense of whether or not instructional practices were effective.</li> <li>•The teacher offers general modifications for future instruction.</li> </ul>	<ul style="list-style-type: none"> <li>•The teacher accurately assesses the effectiveness of instructional activities used.</li> <li>•The teacher identifies specific ways in which a lesson might be improved.</li> </ul>	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> <li>•Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness.</li> <li>•Teacher's suggestions for improvement draw on an extensive repertoire.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>•<i>Despite evidence to the contrary, the teachers says, "My students did great on that lesson!"</i></li> <li>•<i>The teacher says: "That was awful; I wish I knew what to do!"</i></li> </ul>	<ul style="list-style-type: none"> <li>•<i>At the end of the lesson the teacher says, "I guess that went okay."</i></li> <li>•<i>The teacher says: "I guess I'll try next time."</i></li> </ul>	<ul style="list-style-type: none"> <li>•<i>The teacher says: 'I wasn't pleased with the level of engagement of the students.'</i></li> <li>•<i>The teacher's journal indicates several possible lesson improvements.</i></li> </ul>	<ul style="list-style-type: none"> <li>•<i>The teacher says: 'I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed.'</i></li> <li>•<i>In conversation with colleagues, the teacher considers different group strategies for improving a lesson.</i></li> </ul>

**Domain 4 for Teachers: Professional Responsibilities**

	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
<b>4b: Maintaining Accurate Records</b>	Teacher's system for maintaining information on progress and non-instructional records are nonexistent or in disarray and IEP goals are not accurately updated. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student progress and non-instructional records is rudimentary and only partially effective and only some IEP goals are accurately updated. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student' progress is effective and IEP goals and non-instructional records are accurately updated. Progress and IEP goals can be easily updated and accurately reported to team members, students, and parents.	Teacher's system for maintaining information on student progress in learning, IEP goals and non-instructional records, is fully effective, IEP goals are accurately updated with numerous sources of data collection. Students contribute information and participate in maintaining the records.
Critical Attributes	<ul style="list-style-type: none"> <li>•Absence of a system for either instructional or non-instructional records.</li> <li>•Record-keeping systems that are in disarray so as to provide incorrect or confusing information.</li> </ul>	<ul style="list-style-type: none"> <li>•The teacher has a process for recording student work completion. However, it may be out-of-date or does not permit students to access the information.</li> <li>•The teacher 's process for tracking student progress is cumbersome to use.</li> <li>•The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.</li> </ul>	<ul style="list-style-type: none"> <li>•The teacher 's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.</li> <li>•The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</li> <li>•The teacher 's process for recording non-instructional information is both efficient and effective.</li> </ul>	<p>In addition to the characteristics of "proficient, "</p> <ul style="list-style-type: none"> <li>•St Students contribute to and maintain records indicating completed and outstanding work assignments.</li> <li>•Students contribute to and maintain data files indicating their own progress in learning.</li> <li>•Students contribute to maintaining non-instructional records for the class.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>•A student says, "I'm sure I turned in assignment, but the teacher lost it"</li> <li>•The teacher says, "I misplaced the writing samples for my class but it doesn't matter—I know what the students would have scored. "</li> <li>•On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.</li> </ul>	<ul style="list-style-type: none"> <li>•A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!"</li> <li>•The teacher says: "I've got all these notes about how the kids are doing; I should put them into the system but I just don't have time."</li> <li>•On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.</li> </ul>	<ul style="list-style-type: none"> <li>•The teacher-creates a link on the class website which students can access to check on any missing assignments.</li> <li>•The teacher's grade book records student progress toward learning goals.</li> <li>•The teacher-creates a spreadsheet for tracking which students have paid for their school pictures.</li> </ul>	<ul style="list-style-type: none"> <li>•A student from each team maintains the database of current and missing assignments for the team.</li> <li>•When asked about their progress in a class, a student proudly shows her data file and can explain how the documents indicate her progress toward learning goals.</li> <li>When they bring in their permission slips for a field trip, students add their own info'mation to the database.</li> </ul>

	<b>Unsatisfactory (Unsatisfactory)</b>	<b>Needs Improvement (Emerging)</b>	<b>Proficient (Proficient)</b>	<b>Excellent (Distinguished)</b>
<b>4c: Communicating with Families</b>	Teacher communication with families, about the instructional program or IEP progress is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program. The educational relevance is unclear from the written IEP and the discussions at the IEP meeting.	Teacher makes sporadic attempts to communicate with families about the instructional program and IEP progress and but does not attempt to engage families in the instructional program and IEP process. During IEP meetings, information is not meaningful to general education teachers or parents because of the way it was presented. Communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program, IEP progress, and conveys information during IEP meetings with updated present levels of performance/goals and avoiding or explaining abbreviations and jargon. Teacher make some attempts to engage families in the instructional program and IEP process; as appropriate. Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent with respect to both the positive and negative aspect of student progress and sensitive to cultural traditions, with students contributing to the communication. Teacher communicates clearly in the written IEP and orally during meeting, boarding the understanding of the parents and general education teachers of how and why the student is performing. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program and IEP process are frequent and successful.
Critical Attributes	<ul style="list-style-type: none"> <li>•Little or no information regarding instructional program available to parents.</li> <li>•Families are unaware of their children's progress.</li> <li>•Lack of family engagement activities.</li> <li>•Culturally inappropriate communication.</li> </ul>	<ul style="list-style-type: none"> <li>•School or district-created materials about the instructional program are sent home.</li> <li>•Infrequent or incomplete information sent home by teachers about the instructional program.</li> <li>•Teacher maintains school-required grade book but does little else to inform families about student progress.</li> <li>•Teacher communications are sometimes inappropriate to families' cultural norms.</li> </ul>	<ul style="list-style-type: none"> <li>•Information about the instructional program is available on a regular basis.</li> <li>•The teacher sends information about student progress home on a regular basis.</li> <li>•Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>•In addition to the characteristics of "proficient,"</li> <li>•On a regular basis, students develop materials to inform their families about the instructional program.</li> <li>•Students maintain accurate records about their individual learning progress and frequently share this information with families.</li> <li>•Students contribute to regular and ongoing projects designed to engage families in the learning process.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>•A parent says, "I'd like to know what my kid is working on at school!"</li> <li>•A parent says, "I wish I knew something about my child's progress before the report card comes out."</li> <li>•A parent says, "I wonder why we never see any school work come home."</li> </ul>	<ul style="list-style-type: none"> <li>•A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class."</li> <li>•A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine."</li> <li>•Weekly quizzes are sent home for parent/guardian signature.</li> </ul>	<ul style="list-style-type: none"> <li>•The teacher-sends weekly newsletter home to families, including information that precedes homework, current class activities, community and/or school projects, field trips, etc.</li> <li>•The teacher-created monthly progress report sent home for each student.</li> <li>•The teacher sends home a project that asks students to interview a family member about growing up during the 1950's.</li> </ul>	<ul style="list-style-type: none"> <li>•Students-create materials for "Back to School" night that outline the approach for learning science.</li> <li>•Student is not making progress in a reading intervention, the teacher uses data to have a conversation with parents regarding lack of progress and suggests a plan to move forward</li> <li>•Student daily reflection log describes learning and go home each week for a response from a parent or guardian.</li> <li>•Students-design a project on charting family use of plastics.</li> </ul>

	<b>Unsatisfactory (Unsatisfactory)</b>	<b>Needs Improvement (Emerging)</b>	<b>Proficient (Proficient)</b>	<b>Excellent (Distinguished)</b>
<b>4d: Participating in a Professional Community</b>	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects. The teacher's involvement in the teacher assistant evaluation process is incomplete.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked. Teacher's involvement in the teacher assistant evaluation process is rudimentary.	Relationships with colleagues typically are characterized by mutual support and Cooperation ; teacher actively participates in the teacher assistant evaluation process and in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty and/or specific department. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life. Teacher takes a mentoring role in the evaluation process of teacher assistants.
Critical Attributes	The teacher's relationship with colleagues is characterized by negativity or combativeness. •The teacher purposefully avoids contributing to activities promoting professional inquiry. •The teacher avoids involvement in school activities and school district and community projects. •Teacher does not complete the informal evaluation on teacher assistant. Teacher does not participate in the formal evaluation process of the teacher assistant.	•The teacher has pleasant relationship with colleagues. •When invited, the teacher participates in activities related to professional inquiry. •Teacher completes the informal evaluation process of teacher assistant Teacher participation in the formal evaluation process of teacher assistant is minimal •When asked, the teacher participates in school activities, and school district and community projects.	•The teacher has supportive and collaborative relationships with colleagues. The teacher regularly participates in activities related to professional inquiry. •Teacher completes informal evaluation and has post conference with teacher assistant providing feedback. Teacher provides information and participates in the formal evaluation process. •The teacher frequently volunteers to participate in school events and school district and community projects.	In addition to the characteristics of "proficient," •The teacher takes a leadership role in promoting activities related to professional inquiry. •The teacher regularly contributes to and leads events that positively impact school life. •The teacher regularly contributes to and leads significant school district, department, and community projects. •Teacher actively uses informal evaluation on an ongoing basis to provide teacher assistant feedback and is an active in the formal evaluation process.
Possible Examples	•The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, it will make him look good. •The teacher does not attend PLC meetings. •The teacher does not attend any school function after the dismissal bell. •The teacher says, "I work from 8:30 to 3:30 and not a minute more — I won't serve on any district committee unless they get me a substitute to cover my class."	•The teacher is polite, but never shares any instructional materials with his grade partners. •The teacher only attends PLC meetings when reminded by her supervisor. •The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance." •The teacher only contributes to the District Literacy committee when requested by the principal.	•The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during their team meetings. •The teacher has decided to take some of the free MIT courses online and to share his learning with colleagues. •The basketball coach is usually willing to chaperone the 9 <sup>th</sup> grade dance because she knows all of her players will be there. •The teacher enthusiastically represents the school during the district Social Studies review and brings her substantial knowledge of U.S. history to the course writing team.	•The teacher leads the "mentor" teacher group at school, devoted to supporting new teachers during their first years of teaching. •The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills. •The teacher leads the school's annual "Olympics" day, involving all students and faculty in athletic events. •The teacher leads the school district wellness committee, involving healthcare and nutrition specialists from the community.

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>4e: Growing and Developing Professionally</b>	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues, when made by supervisors, or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
Critical Attributes	<ul style="list-style-type: none"> <li>•The teacher is not involved in any activity that might enhance knowledge or skill.</li> <li>•The teacher purposefully resists discussing performance with supervisors or colleagues.</li> <li>•The teacher ignores invitations to join professional organizations or attending conferences.</li> </ul>	<ul style="list-style-type: none"> <li>•The teacher participates in professional activities when required or when provided by the school district.</li> <li>•The teacher reluctantly accepts feedback from supervisors and colleagues.</li> <li>•The teacher contributes in a limited fashion to educational professional organizations.</li> </ul>	<ul style="list-style-type: none"> <li>•The teacher seeks regular opportunities for continued professional development, including initiating action research.</li> <li>•The teacher actively seeks feedback from supervisors and colleagues.</li> <li>•The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.</li> </ul>	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> <li>•The teacher seeks regular opportunities for continued professional development, including initiating action research.</li> <li>•The teacher actively seeks feedback from supervisors and colleagues.</li> <li>•The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>•The teacher never takes continuing education courses, even though the credits would increase his salary.</li> <li>•The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she can simply discard the feedback form.</li> <li>•Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.</li> </ul>	<ul style="list-style-type: none"> <li>•The teacher politely attends district workshops and professional development days, but doesn't make much use of the materials received.</li> <li>•The teacher listens to his principal's feedback after a lesson, but isn't sure that the recommendations really apply in his situation.</li> <li>•The teacher joins the local chapter of the American Library Association because she might benefit from the free books — but otherwise doesn't feel it's worth too much of her time.</li> </ul>	<ul style="list-style-type: none"> <li>•The teacher eagerly attends the school district optional summer workshops finding them to be a wealth of instructional strategies he can use during the school year.</li> <li>•The teacher enjoys her principal 's weekly walk through visits because they always lead to a valuable informal discussion during lunch the next day.</li> <li>•The teacher joined a Science Education Partnership and finds that it provides him access to resources for his classroom that truly benefit his students' conceptual understanding.</li> </ul>	<ul style="list-style-type: none"> <li>•The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.</li> <li>•The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.</li> <li>•The teacher founded a local organization devoted to Literacy Education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.</li> </ul>

	Unsatisfactory	Needs Improvement	Proficient	Excellent
<b>4f: Showing Professionalism</b>	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher has no regard for confidentiality. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school, district, and/or cooperative regulations.	Teacher is honest in interactions with colleagues, students, and the public. Teacher inadvertently breaches confidentiality. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school, district, and/or cooperative regulations., doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school, district, and/or cooperative regulations..	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school, district, and/or cooperative regulations, taking a leadership role with colleagues.
Critical Attributes	<ul style="list-style-type: none"> <li>•Teacher is dishonest.</li> <li>•Teacher does not notice the needs of students.</li> <li>•The teacher engages in practices that are self-serving.</li> <li>•The teacher willfully rejects school, district, and/or cooperative regulations.</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher is honest.</li> <li>•Teacher notices the needs of students, but is inconsistent in addressing them.</li> <li>•Teacher does not notice that some school practices result in poor conditions for students.</li> <li>•Teacher makes decisions professionally, but on a limited basis.</li> <li>•Teacher complies with school, district, and/or cooperative regulations.</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher is honest and known for having high standards of integrity.</li> <li>•Teacher actively addresses student needs.</li> <li>•Teacher actively works to provide opportunities for student success.</li> <li>•Teacher willingly participates in team and departmental decision-making.</li> <li>•Teacher complies completely with school, district, and/or cooperative regulations.</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher is considered a leader in terms of honesty, integrity, and confidentiality.</li> <li>•Teacher is highly proactive in serving students.</li> <li>•Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.</li> <li>•Teacher takes a leadership role in team and departmental decision-making.</li> <li>•Teacher takes a leadership role regarding school, district, and/or cooperative regulations.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>•The teacher makes some errors when marking the last common assessment but doesn't tell his colleagues.</li> <li>•The teacher does not realize that three of her neediest students arrived at school an hour early every morning because their mother can't afford daycare.</li> <li>•The teacher fails to notice that one of her Kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.</li> <li>•When one his colleagues goes home suddenly due to illness, the teacher pretends to have a meeting so that he won't have to share in the coverage responsibilities.</li> <li>•The teacher does not file her students' writing samples in their district cum folders; it is time consuming and she wants to leave early for summer break.</li> </ul>	<ul style="list-style-type: none"> <li>•The teacher says, 'I have always known my grade partner to be truthful. If she called in sick, then I believe her.'</li> <li>•The teacher considers staying late to help some of her students in after-school daycare, but realizes it conflicts with her gym class so she decides against it.</li> <li>•The teacher notices a student struggling in his class and sends a quick e-mail to the counselor. When he doesn't get a response, he assumes it has been taken care of.</li> <li>•When her grade partner goes out on maternity leave, the teacher said, "Hello" and "Welcome" to her substitute, but does not offer any further assistance.</li> <li>•The teacher keeps his district required grade book up to date, but enters exactly the minimum number of assignments specified by his department chair.</li> </ul>	<ul style="list-style-type: none"> <li>•The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.</li> <li>•Despite her lack of knowledge about dance the teacher forms a dance club at her high school to meet the high interest level of her minority students who cannot afford lessons.</li> <li>•The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.</li> <li>•The English department chair says, 'I appreciate when ... attends our after school meetings — he always contributes something meaningful to the discussion.'</li> <li>•The teacher learns the district's new online curriculum mapping system and writes in all of her courses.</li> </ul>	<ul style="list-style-type: none"> <li>•When a young teacher has trouble understanding directions from the principal, she immediately goes to the teacher whom she knows can be relied on for expert advice and complete discretion.</li> <li>•After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students who have come to love the after-school sessions.</li> <li>•The teacher enlists the help of her principal when she realizes that a colleague was making disparaging comments about some disadvantaged students.</li> <li>•The math department looks forward to their weekly meetings; their leader, the teacher is always seeking new instructional strategies and resources for them to discuss.</li> <li>•When the district adopts a new web-based grading program, the teacher learned it inside and out so that she could assist her colleagues with implementation.</li> </ul>

# Teacher Appraisal System

## SOWIC

### Appendix B:

## Forms and Documents

# **FORM 1: SOWIC Teacher Appraisal System**

## **Pre-Observation Conversation**

Teacher:  
Grade Level(s):  
Observer:

School:  
Subject(s):  
Date:

<b>Conversation Components</b>		<b>Observable Components</b>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 Classroom Environment</i>	<i>Domain 3 Instruction</i>
1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Setting Instructional Outcomes 1d. Demonstrating Knowledge of Resources 1e. Designing Coherent Instruction 1f. Designing Student Assessments	4a. Reflecting on Teaching 4b. Maintaining Accurate Records 4c. Communicating with Families 4d. Participating in a Professional Community 4e. Growing and Developing Professionally 4f. Professionalism	2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture for Learning 2c. Managing Classroom Procedures 2d. Managing Student Behavior 2e. Organizing Physical Space	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Student in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness

**Questions for Discussion between Teacher and Evaluator:**

- Briefly describe the students in your class. What have you learned about your students this year that has gone into planning for this lesson? (1b)
- Describe how you planned and prepared for this lesson, including how you organized the structure, pacing, and materials to engage students. How did you differentiate instruction and adjust your teaching to meet diverse needs, and how do you plan to formatively assess student progress toward the lesson's goals? (Links to 1a, 1c, 1e, 3c, 3d, 3e)
- The learning environment is key to helping students be successful learners. How have you organized the classroom to promote a respectful learning environment? How do your classroom procedures and the physical arrangement of the classroom help students be successful in your classroom? How have you changed your organizational procedures / arrangement based on previous feedback. (Links to 2a, 2d, and 2e)
- How has your professional practice been influenced by collaboration with your team? How has involvement in different professional activities helped you to develop this lesson? (Links to 4a, 4d, 4e)
- During the observation, I'll be collecting evidence related to your instructional communication such as directions, procedures, explanations, discussion techniques, and learning expectations. Is there any specific information you'd like me to focus on, or anything additional you'd like to share about the lesson that would provide helpful context? (Links to 3a, 3b)

Attach Lesson Plan

# **FORM 2: SOWIC Teacher Appraisal System**

## **Post-Observation Conversation: All Years and Segments**

Teacher:  
 Grade Level(s):  
 Observer:  
 Teacher Attendance:

School:  
 Subject(s):  
 Date:

<b>Conversation Components</b>		<b>Observable Components</b>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 Classroom Environment</i>	<i>Domain 3 Instruction</i>
1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Setting Instructional Outcomes 1d. Demonstrating Knowledge of Resources 1e. Designing Coherent Instruction 1f. Designing Student Assessments	4a. Reflecting on Teaching 4b. Maintaining Accurate Records 4c. Communicating with Families 4d. Participating in a Professional Community 4e. Growing and Developing Professionally 4f. Professionalism	2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture for Learning 2c. Managing Classroom Procedures 2d. Managing Student Behavior 2e. Organizing Physical Space	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Student in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness

***After reflecting upon the lesson, the teacher will respond to the following questions and bring this form to the Post-Observation Conversation between the Teacher and the Evaluator.***

1. In general, how successful was the lesson?
  - a. Describe the key components of your lesson that helped or hindered your students' overall engagement (i.e. communication, discussion, questions, student grouping, materials/resources, pacing, instructional flexibility etc.)? (Domain 3: Instruction)
  - b. What evidence do you have that the student learning targets were met? (Domain 3: Instruction)
  
2. How did the environment you established facilitate or hinder student learning? (Domain 2: The Classroom Environment)
  
3. After reflecting on this lesson:
  - a. What went well in this lesson that you will incorporate into future lessons? What did not go well that you do not plan to incorporate into future lessons? (Component 4a: Professional Responsibilities)
  - b. What did you learn from this lesson that will help you improve your teaching in the future? (Component 4a: Professional Responsibilities)
  
4. What do you hope to be able to share with your colleagues after this teaching lesson?
  
5. Thinking beyond the classroom, how have you continued to communicate and connect with the students' families to help build a link between home and school? How has family information continued to influence your classroom management and instructional decisions with individual students? (Component 4c: Communicating with Families)

# FORM 3: Final Summative Evaluation

Teacher Name: \_\_\_\_\_

Location: \_\_\_\_\_

School Year: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Years of Service in SOWIC: \_\_\_\_\_

<b>Observation dates included in the basis of this summative evaluation:</b>	
Formal Observation Dates:	_____
Informal Observation Dates:	_____
Teacher's Attendance:	_____

Domain 1 – Planning and Preparation	<input type="checkbox"/> Unsatisfactory <i>(Unsatisfactory)</i>	<input type="checkbox"/> Needs Improvement <i>(Basic)</i>	<input type="checkbox"/> Proficient <i>(Proficient)</i>	<input type="checkbox"/> Excellent <i>(Distinguished)</i>
Domain 2 – Classroom Environment	<input type="checkbox"/> Unsatisfactory <i>(Unsatisfactory)</i>	<input type="checkbox"/> Needs Improvement <i>(Basic)</i>	<input type="checkbox"/> Proficient <i>(Proficient)</i>	<input type="checkbox"/> Excellent <i>(Distinguished)</i>
Domain 3 – Instruction	<input type="checkbox"/> Unsatisfactory <i>(Unsatisfactory)</i>	<input type="checkbox"/> Needs Improvement <i>(Basic)</i>	<input type="checkbox"/> Proficient <i>(Proficient)</i>	<input type="checkbox"/> Excellent <i>(Distinguished)</i>
Domain 4 – Professional Responsibilities	<input type="checkbox"/> Unsatisfactory <i>(Unsatisfactory)</i>	<input type="checkbox"/> Needs Improvement <i>(Basic)</i>	<input type="checkbox"/> Proficient <i>(Proficient)</i>	<input type="checkbox"/> Excellent <i>(Distinguished)</i>
Overall Rating	<input type="checkbox"/> Unsatisfactory <i>(Unsatisfactory)</i>	<input type="checkbox"/> Needs Improvement <i>(Basic)</i>	<input type="checkbox"/> Proficient <i>(Proficient)</i>	<input type="checkbox"/> Excellent <i>(Distinguished)</i>

**We have conducted a conversation on the rubrics. The teacher has the right to attach written comments within (10) school days of completion of this form for inclusion in their personnel file maintained in the Human Resources Department.**

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*Signature indicates only that the teacher has read and understands the evaluation.*

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# FORM 4: Self-Reflection for Professional Growth: Domains 1-4

Name:

*Based upon feedback and data from administrator, coach/mentor, professional peers, and your own needs and interest, reflect on the strengths and areas of growth within your professional practices:*

<b>Strengths</b>	<b>Domains/Components</b>	<b>Growth Opportunities</b>
	<p><b>Domain 1: Planning and Preparation</b></p> <ul style="list-style-type: none"> <li>1a. Knowledge of content/ pedagogy</li> <li>1b. Knowledge of students</li> <li>1c. Setting instructional outcomes</li> <li>1d. Knowledge of resources</li> <li>1e. Designing coherent instruction</li> <li>1f. Designing student assessments</li> </ul>	
<p><b>Next Steps:</b></p>		
	<p><b>Domain 2: Classroom Environment</b></p> <ul style="list-style-type: none"> <li>2a. Creating an environment of respect/ rapport</li> <li>2b. Establishing a culture for learning</li> <li>2c. Managing classroom procedures</li> <li>2d. Managing student behavior</li> <li>2e. Arrangement of furniture and use of physical space</li> </ul>	
<p><b>Next Steps:</b></p>		

<b>Strengths</b>	<b>Domains/Components</b>	<b>Growth Opportunities</b>
	<b>Domain 3: Instruction</b> 3a. Communication with students 3b. Using questioning and discussion techniques 3c. Engaging students in learning 3d. Using assessment in instruction 3e. Demonstrating flexibility and responsiveness	
<b>Next Steps:</b>		
	<b>Domain 4: Professional Responsibilities</b> 4a. Reflecting on teaching 4b. Maintaining accurate records 4c. Communicating with families 4d. Participating in a professional community 4e. Growing and developing professionally 4f. Showing professionalism	
<b>Next Steps:</b>		

<b>*FORM 5: Individual Growth Plan (IGP)</b>	<b>Year:</b>	<b>School:</b>
<b>Teacher Name:</b>		<b>Certified Position:</b>
<b>SMART Individual Growth Goal Statement</b> (refer to IGP Document 2):		<b>What Framework for Teaching Domains/ Component(s) are addressed in this IGP:</b>
<b>How does this IGP support the Program Mission or District Strategic Plan?</b>		
<b>Indicators of Success</b> (What evidence will demonstrate that this goal has changed your practice? What evidence will demonstrate that this goal has improved student learning?):		
<b>Action Steps/Activities</b> (Specific Teacher or Specialist Professional Activities that are part of your plan.)	<b>Timelines</b> (Timeframe that Action Steps/Activities will be completed, across 2 years)	<b>Resources</b> (Staff, Professional Development, or Materials, across 2 years)

*I have reviewed the above Individual Growth Plan:*

**Teacher's Name:** \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_

**Administrator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*\*If Tenured, mark if this is a Collaborative Plan:*  Yes  No *If yes, list colleagues*

# **FORM 6: Tenured Mid-Plan Meeting Conversation Record**

**Certified Staff Member(s):**

**School Year:**

**Building:**

**Administrator:**

<b>Conversation Date:</b>	
<b>Topics from Certified Staff Member(s):</b>	
<b>Topics from Administrator:</b>	
<b>Notes from meeting:</b>	
<b>What's working:</b>	
<b>Identified areas for growth:</b>	
<b>Challenges/Concerns (if any):</b>	<b>Follow-up (if any):</b>
<b>Certified Staff Signature:</b>	<b>Date:</b>
<b>Administrator Signature:</b>	<b>Date:</b>

# FORM 7: Professional Development Plan

Name: \_\_\_\_\_ Supervisor/Evaluator: \_\_\_\_\_

Date of PDP: Within 30 Days of above rating

<b>Areas of Improvement:</b>		<b>Rationale for Area(s) of Improvement:</b>		
<b>Domain/Component:</b>	<b>Expectations for Effective Teaching:</b>			
Limit to 3 components	Taken from a review of the <i>Framework for Teaching</i> and District Indicators of effective practice			
<b>Improvement Strategies:</b>	<b>Tasks to complete:</b>	<b>Supports and Resources:</b>	<b>Target Date:</b>	<b>Date of Completion:</b>
Specific and directed actions taken to address the areas identified as needing improvement		<i>Human/Material/ Time/Prof Development/other</i>		

\*Note: This plan does not have a minimum or maximum length of time. The plan can last until the teacher is evaluated in the next school year.

<b>Domain/Component:</b>	<b>Indicator of Progress:</b>
Taken and repeated from above	Data/artifacts/observation records/other sources appropriate to the improvement area

<b>Evaluator:</b>		<b>Teacher:</b>	
<b>Date:</b>		<b>Date:</b>	

\*Signatures above indicate the plan above was developed by the evaluator in consultation with the teacher.

Teacher completion of Professional Development Plan: Yes No

<b>Evaluator:</b>		<b>Teacher:</b>	
<b>Date:</b>		<b>Date:</b>	

\*The teacher's signature does not necessarily indicate agreement with the contents but does acknowledge that the evaluation meeting occurred and that I received a copy of this professional development plan.

## **Document 2: Guidelines for Developing an Individual Growth Plan (IGP)**

Individual Growth Plans should be developed to address an identified need related to student learning and teacher skill improvement. Professional goals should represent new learning for the teacher and go beyond implementation of district curriculum or initiatives. Each form in the Individual Growth Plan (IGP) represents a critical component for developing new learning skills and supporting student learning improvement.

To develop a SMART professional goal, certified staff are encouraged to **reflect on data regarding past professional skills and student needs**, i.e., past evaluations, self-assessment based on Framework for Teacher, SIP goals, District Goals, grade level data wall, classroom assessments (both formative and summative) and feedback from others. Using the FFT Rubrics Form 1 will support certified staff to determine an area of new learning to be used in Document 2 IGP SMART Goal Template.

**Document 2:** Based upon the Form 1 FFT Rubrics, develop a **SMART Professional Growth Goal** using the following word formula:

- o **When:** Provide time frame for goal process.
- o **Who:** List the students or staff that will be involved in the goal.
- o **What:** List specific area of teaching/learning that needs to be improved
- o **Data Source:** List data tool(s) that will measure progress of goal. Data tools include rubrics, check-sheets, tests, etc.

*Example focused upon 2c – Managing Classroom Procedure and 3c – Engaging Students in Learning:* During 2009-10 (**WHEN**), the 6th Grade Cross-Disciplinary Team (**WHO**) will increase instructional learning time and student engagement at the beginning of class through 1) improved student transitions between core classes and 2) —high interest|| Core Content bell work (**WHAT**), as measured by number of 25 or less tardy yellow slips and 90% student bell work completion (**DATA SOURCE**).

### **FORM 4:**

Based upon Self Reflection FORM 4 & Document 2, develop IGP SMART Action Plan for implementing the SMART goal. Complete the following parts of the action plan:

- o **SMART Professional Goal:** Transfer from Document 2 IGP SMART Goal Template
- o **District or School Improvement Goal:** List any district and/or school goal that links to your Individual Growth Plan goal in —District/School Improvement Goal|| Box.
- o **Indicators of Success:** Please describe or list what will change in your professional practice because of this goal. Describe how this goal will improve student learning. **Example:** Student's Monitoring other student's transition behaviors; shifts in Individual Classroom and Professional Team Monthly Reflections of What Works/What Needs to Improve with Transitions, Teacher Records of Bell Work Completed
- o **Action Steps/Activities:** Describe specific, aligned action steps that will be implemented to support the Goal; **Example:** Complete Rules in School book study as a professional development team. Draft 6th Grade Transitions *Rules of the 6th Grade Transition Highway*, share with individual classrooms to get student input, finalize Transition rules at team meeting, determine transition training drills each Monday during the first 6 weeks of school and on a monthly basis starting in October.
- o **Timelines:** Align timelines to the specific actions listed in Action Steps
- o **Resources:** Brainstorm resources that align to the activities; **Example:** Rules in School book; 6th Grade Team *Rules of the 6th Grade Transition Highway* Student Made Hall Posters; 6th Grade Yellow Tardy Slip Tally Sheet
- o **Signatures:** An Administrator should review and sign IGP to confirm that they have read and have conferenced with the individual teacher about the plan. If Tenured, please mark yes or no if this is a Collaborative plan. If it is a Collaborative Plan, please list the names of the colleagues.

## Document **3**: Developing Components of a SMART Professional Growth Goal

### SMART Goal Template

**Directions:** Based upon the FFT Rubrics-Form 1, use Form 3 Self Reflection form, to determine and develop a SMART Goal Individual Professional Growth Plan (IGP) Goal by using SMART Goal Criteria and the Word Formula.

SMART Goal Template SMART Professional Growth Goal Criteria		
<b>S</b>	<b>Specific Standards-Based</b>	<ul style="list-style-type: none"> <li>o Clearly focused on what is to be accomplished and why this is important</li> <li>o Based on the <i>Framework for Teaching</i> (or <i>Framework for Specialist Practice</i>)</li> </ul>
<b>M</b>	<b>Measurable</b>	<ul style="list-style-type: none"> <li>o Can this goal be measured?</li> <li>o Will I be able to collect evidence of achievement?</li> <li>o Is this goal based upon multiple sources of data?</li> </ul>
<b>A</b>	<b>Aligned and Attainable</b>	<ul style="list-style-type: none"> <li>o Is this goal aligned to district and school improvement goals?</li> <li>o Will resources be available to achieve this goal?</li> </ul>
<b>R</b>	<b>Relevant</b>	<ul style="list-style-type: none"> <li>o How will this goal enhance teaching/professional practice/craft?</li> <li>o How will this goal enhance learning opportunities for students?</li> </ul>
<b>T</b>	<b>Time Bound</b>	<ul style="list-style-type: none"> <li>o Can this goal be attained within the required timeframe?</li> </ul>

**Use the SMART Professional Growth Goal criteria to guide the development of your Individual Professional Growth goal using the following word formula:**

- o **When:** Provide time frame for goal process.
- o **Who:** List the students or staff that will be involved in the goal.
- o **What:** List specific area of teaching/student learning that needs to be improved
- o **Data Source:** List data tool(s) that will measure progress of goal. Data tools include rubrics, check sheets, tests, etc.

*Example focused upon 2c – Managing Classroom Procedure and 3c – Engaging Students in Learning:* During 2009-10 (**WHEN**), the 6th Grade Cross-Disciplinary Team (**WHO**) will increase instructional learning time and student engagement at the beginning of class through 1) improved student transitions between core classes and 2) —high interest|| Core Content bell work (**WHAT**), as measured by number of 25 or less tardy yellow slips and 90% student bell work completion (**DATA SOURCE**).

**My Individual Growth Plan’s SMART Goal (include when, what, who, data source):**

## Document 4: Elementary Sample of Self Reflection

### FORM 4: Self-Reflection for Professional Growth: Domains 1-4

*Based upon feedback and data from administrator, coach/mentor, professional peers, and your own needs and interest, reflect on the strengths and areas of growth within your professional practices:*

<b>Strengths</b>	<b>Domains/Components</b>	<b>Growth Opportunities</b>
<p><i>Basic Knowledge of writing process</i></p> <p><i>Exploration of Daily 5 and Café</i></p> <p><i>Realistic and student friendly learning targets</i></p>	<p><b>Domain 1: Planning and Preparation</b></p> <p>1a. Knowledge of content/ pedagogy</p> <p>1b. Knowledge of students</p> <p>1c. Setting instructional outcomes</p> <p>1d. Knowledge of resources</p> <p>1e. Designing coherent instruction</p> <p>1f. Designing student assessments</p>	<p><i>Identify essential grade level outcomes for writing process</i></p> <p><i>Become more aware of students' instructional levels</i></p>
<p><b>Next Steps:</b></p> <p><i>Develop formative assessments to guide instruction and determine mastery level of writing outcomes</i></p> <p><i>Use MAP data to guide differentiated instruction</i></p>		
<p><i>Implement morning meeting</i></p> <p><i>Collaborate with students to formulate class rules and procedures</i></p> <p><i>Manage transitions</i></p>	<p><b>Domain 2: Classroom Environment</b></p> <p>2a. Creating an environment of respect/ rapport</p> <p>2b. Establishing a culture for learning</p> <p>2c. Managing classroom procedures</p> <p>2d. Managing student behavior</p> <p>2e. Arrangement of furniture and use of physical space</p>	<p><i>Improve the management and content of center activities</i></p>
<p><b>Next Steps:</b></p> <p><i>Partner with the DI Coaches to improve center activities</i></p> <p><i>Observe a teacher who facilitates the Daily 5 efficiently and effectively</i></p>		

<b>Strengths</b>	<b>Domains/Components</b>	<b>Growth Opportunities</b>
<p><i>technology for student engagement</i></p> <p><i>Web-based parent &amp; student communication to enhance instruction and access resources</i></p>	<p><b>Domain 3: Instruction</b></p> <p>3a. Communication with students</p> <p>3b. Using questioning and discussion techniques</p> <p>3c. Engaging students in learning</p> <p>3d. Using assessment in instruction</p> <p>3e. Demonstrating flexibility and responsiveness</p>	<p><i>Use questioning techniques that promote higher level thinking</i></p> <p><i>Create and implement assessments that are aligned to instructional targets</i></p>
<p><b>Next Steps:</b></p> <p><i>Use Bloom’s Taxonomy Question chart on a daily basis to promote deeper student thinking.</i></p> <p><i>Develop aligned formative assessments that guide instruction.</i></p> <p><i>Utilize MAP data for targeted and specific instruction.</i></p>		
<p><i>Participate in PLC and ongoing professional development</i></p> <p><i>Reflective tools for improving teaching and learning</i></p>	<p><b>Domain 4: Professional Responsibilities</b></p> <p>4a. Reflecting on teaching</p> <p>4b. Maintaining accurate records</p> <p>4c. Communicating with families</p> <p>4d. Participating in a professional community</p> <p>4e. Growing and developing professionally</p> <p>4f. Showing professionalism</p>	<p><i>How do I track student writing progress (e.g. record keeping in addition to a portfolio)?</i></p> <p><i>Teach parent volunteers how to coach student thinking-instead of providing the answers</i></p>
<p><b>Next Steps:</b></p> <p><i>Research different models of student portfolios</i></p> <p><i>Work with BLT to design and organize parent volunteer training</i></p>		

<b>*FORM 5:</b> <b>Individual Growth Plan (IGP)</b>	<b>Year:</b> 2010-11	<b>School:</b> SAMPLE: SOWIC GRADE SCHOOL
<b>Teacher Name:</b> SAM SAMPLE		<b>Certified Position:</b> 3 <sup>RD</sup> Grade Teacher
<b>SMART Professional Growth Goal Statement</b> (refer to IGP Form 2):  During 2010-11, I will improve my classroom procedures by reducing transitional times by 2 minutes, as measured by a 5% increase in Instructional minutes.		<b>What Framework for Teaching Domains/ Component(s) are addressed in this IGP:</b>  2b. Establishing a culture for learning 2c. Managing classroom procedures 2d. Managing student behavior
<b>How does this IGP support the Program Mission or District Strategic Plan?</b>  There is a climate of high academic and social expectations for student success.		
<b>Indicators of Success</b> (What evidence will demonstrate that this goal has changed your practice? What evidence will demonstrate that this goal has improved student learning?):  Student scores will increase by 5% due to increase of instruction time. Documentation from peer observer who records transition times by using the Observational Tool Kit.		
<b>Action Steps/Activities</b> <b>(Specific Teacher or Specialist Professional Activities that are part of your plan.)</b>	<b>Timelines</b> <b>(Timeframe that Action Steps/Activities will be completed)</b>	<b>Resources</b> <b>(Staff, Professional Development, or Materials)</b>
Pre-observation to record current transition times.  Brainstorm strategies to reduce transition times with peer observer  Implement 1 strategy  Follow up observation  If strategy worked, goal met. If strategy did not decrease transitional times, try strategy 2 and repeat.	Within first 6 weeks of school  Within a week of the observation  Within a week of brainstorming session  Within 3-4 weeks of implementation of strategy 1	Observation Book  Staff member/mentor/peer observer who conducted observation and Observation Tool Kit  Tools associated with strategy  Staff member/mentor/peer observer who conducted observation and Observation Tool Kit

I have reviewed the above Individual Growth Plan:

Teacher's Name: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*If Tenured, mark if this is a Collaborative Plan: \_\_\_\_ Yes \_\_\_\_ No If yes, list colleagues

# Document **5**: Junior High Sample of Self Reflection

## FORM **4**: Self-Reflection for Professional Growth: Domains 1-4

Based upon feedback and data from administrator, coach/mentor, professional peers, and your own needs and interest, reflect on the strengths and areas of growth within your professional practices:

<b>Strengths</b>	<b>Domains/Components</b>	<b>Growth Opportunities</b>
<p><i>Design and deliver engaging instructional activities that are aligned to student assessments</i></p>	<p><b>Domain 1: Planning and Preparation</b>            1a. Knowledge of content/ pedagogy            1b. Knowledge of students            1c. Setting instructional outcomes            1d. Knowledge of resources            1e. Designing coherent instruction            1f. Designing student assessments</p>	<p><i>Identify student ability levels more efficiently</i></p>
<p><b>Next Steps:</b></p> <p><i>Learn how to implement MAP data to target students' needs within first six weeks of school year.</i></p> <p><i>Use reading and math data to facilitate better lessons within content area</i></p>		
<p><i>Establish a supportive classroom environment that promotes positive student culture</i></p>	<p><b>Domain 2: Classroom Environment</b>            2a. Creating an environment of respect/ rapport            2b. Establishing a culture for learning            2c. Managing classroom procedures            2d. Managing student behavior            2e. Arrangement of furniture and use of physical space</p>	<p><i>Target transition times post lunch and/or P.E.</i></p>
<p><b>Next Steps:</b></p> <p><i>Will recruit peer observer to conduct transition observation in order to pin-point area of need</i></p> <p><i>Observe another teacher who has limited transition difficulties</i></p>		

<b>Strengths</b>	<b>Domains/Components</b>	<b>Growth Opportunities</b>
<p><i>Discussion questions that generate effective student conversations</i></p> <p><i>Student engagement and the learning outcomes</i></p>	<p><b>Domain 3: Instruction</b></p> <p>3a. Communication with students</p> <p>3b. Using questioning and discussion techniques</p> <p>3c. Engaging students in learning</p> <p>3d. Using assessment in instruction</p> <p>3e. Demonstrating flexibility and responsiveness</p>	<p><i>Develop self-guided enrichment activities for students who are successful on formative assessments which will allow more time to re-teach struggling students</i></p>
<p><b>Next Steps:</b></p> <p><i>Research content specific lessons that could be used as enrichment activities</i></p> <p><i>Look for Professional Development opportunities within content</i></p> <p><i>Use PLC group to help develop activities</i></p>		
<p><i>Excellent at record keeping</i></p> <p><i>Participate in PLC and ongoing professional development</i></p>	<p><b>Domain 4: Professional Responsibilities</b></p> <p>4a. Reflecting on teaching</p> <p>4b. Maintaining accurate records</p> <p>4c. Communicating with families</p> <p>4d. Participating in a professional community</p> <p>4e. Growing and developing professionally</p> <p>4f. Showing professionalism</p>	<p><i>Communication with families</i></p>
<p><b>Next Steps:</b></p> <p><i>Prior to mid-terms, contact families of students who are achieving 77% or below via phone or email</i></p>		

<b>*FORM 5:</b> <b>Individual Growth Plan (IGP)</b>	<b>Year:</b> 2010-11	<b>School:</b> Sample SOWIC6-8 School
<b>Teacher Name:</b> <i>Sam Sample</i>	<b>Certified Position:</b> 8th Grade Science Teacher	
<b>SMART Professional Growth Goal Statement</b> (refer to IGP Form 2):  <i>During 2010-11 and 2011-12, there will be an increase in student engagement by adding enrichment activities for all scientific method &amp; biology books, as measured by a 10% increase in „exceeds” students on the ISAT science test.</i>	<b>What Framework for Teaching Domains/ Component(s) are addressed in this IGP:</b>  <i>3c. Engaging students in learning          3d. Using assessment in instruction          3e. Demonstrating flexibility and responsiveness</i>	
<b>How does this IGP support the Program Mission or District Strategic Plan?</b>  <i>Students take responsibility for their learning and demonstrate growth and high achievement.</i>		
<b>Indicators of Success</b> (What evidence will demonstrate that this goal has changed your practice? What evidence will demonstrate that this goal has improved student learning?):  <i>There will be 10% more students in the “exceeds” category of the ISAT science test.</i>		
<b>Action Steps/Activities</b> <b>(Specific Teacher or Specialist Professional Activities that are part of your plan.)</b>	<b>Timelines</b> <b>(Timeframe that Action Steps/Activities will be completed)</b>	<b>Resources</b> <b>(Staff, PD, or Materials)</b>
<i>Gather research materials that will assist in the development process</i>  <i>Bring materials to department PLC meeting to review and discuss materials</i>  <i>Agree of some of these activities and implement them within classrooms</i>  <i>Come back to department PLC meeting and evaluate effectiveness</i>  <i>There should be at least 4 activities that have entered the “keep” category</i>  <i>Continue researching and developing remainder of activities</i>	<i>Within first 6 weeks of school</i>  <i>Weeks 6-24</i>  <i>Weeks 6-24</i>  <i>Weeks 6-24</i>  <i>By the beginning of the 3<sup>rd</sup> trimester</i>	<i>A variety of materials: books, websites, articles, etc.</i>

*I have reviewed the above Individual Growth Plan:*

**Teacher’s Name:** \_\_\_\_\_

**Teacher’s Signature:** \_\_\_\_\_

**Administrator’s Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

*\*If Tenured, mark if this is a Collaborative Plan: Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, list colleagues*

# Document **6**: High School Sample of Self Reflection

## FORM **4**: Self-Reflection for Professional Growth: Domains 1-4

Based upon feedback and data from administrator, coach/mentor, professional peers, and your own needs and interest, reflect on the strengths and areas of growth within your professional practices:

<b>Strengths</b>	<b>Domains/Components</b>	<b>Growth Opportunities</b>
<p><i>Design and deliver lessons that are aligned to the Common Core and design common assessments that are directly aligned with the classroom curriculum</i></p>	<p><b>Domain 1: Planning and Preparation</b>            1a. Knowledge of content/ pedagogy            1b. Knowledge of students            1c. Setting instructional outcomes            1d. Knowledge of resources            1e. Designing coherent instruction            1f. Designing student assessments</p>	<p><i>Work collaboratively with the English department to align the curriculum to the Common Core</i></p> <p><i>Attend professional development opportunities on the development of common assessments</i></p>
<p><b>Next Steps:</b></p> <p><i>Learn to interpret common assessment data and be able to interpret the data to understand its diagnostic value by the end of the first semester.</i></p> <p><i>Use common assessment data to develop remedial and enrichment activities for individual student by the end of the first quarter.</i></p>		
<p><i>Orderly classroom structure with established routines</i></p>	<p><b>Domain 2: Classroom Environment</b>            2a. Creating an environment of respect/ rapport            2b. Establishing a culture for learning            2c. Managing classroom procedures            2d. Managing student behavior            2e. Arrangement of furniture and use of physical space</p>	<p><i>Develop classroom discussion techniques that stress the value of others opinions</i></p>
<p><b>Next Steps:</b></p> <p><i>Use group editing activities to expose students to multiple view points.</i></p> <p><i>Collaborate with colleagues that teach the same classes.</i></p>		

<b>Strengths</b>	<b>Domains/Components</b>	<b>Growth Opportunities</b>
<i>Adapting to student needs for differentiating instruction</i>	<b>Domain 3: Instruction</b> 3a. Communication with students 3b. Using questioning and discussion techniques 3c. Engaging students in learning 3d. Using assessment in instruction 3e. Demonstrating flexibility and responsiveness	<i>Implementing assessments related to the diverse learning styles of my students</i>
<b>Next Steps:</b> Use a variety of assessments  Collect data on student growth  Use data while creating student assessment		
<i>Utilizes INOW to maintain accurate and timely grades for formative feedback to students and families</i>	<b>Domain 4: Professional Responsibilities</b> 4a. Reflecting on teaching 4b. Maintaining accurate records 4c. Communicating with families 4d. Participating in a professional community 4e. Growing and developing professionally 4f. Showing professionalism	<i>Communicating with families</i>
<b>Next Steps:</b>  <i>Make at least one positive phone call for each of my students</i>  <i>Create a call log to document all communications with student's family</i>		

<b>*FORM 5:</b> <b>Individual Growth Plan (IGP)</b>	<b>Year:</b> 2010-11	<b>School:</b> <i>Sample SOWIC High School</i>
<b>Teacher Name:</b> <i>Sydney Simulation</i>	<b>Certified Position:</b> High School English Teacher	
<b>SMART Professional Growth Goal Statement</b> (refer to IGP Form 2):  <i>During 2012-13 school year there will be a 25% increase in the amount of instructional time spent on non-fiction texts and activities.</i>	<b>What Framework for Teaching Domains/Component(s) are addressed in this IGP:</b>  <i>1D – Demonstrating knowledge of resources          1E – Designing coherent instruction          3C – Engaging students in learning</i>	
<b>How does this IGP support the Program Mission or District Strategic Plan?</b> <i>Alignment of the curriculum to the Common Core.</i>		
<b>Indicators of Success</b> (What evidence will demonstrate that this goal has changed your practice? What evidence will demonstrate that this goal has improved student learning?):  <i>Submit data collected during the 2012-2013 school year with a written analysis comparing the curriculum</i>		
<b>Action Steps/Activities</b> <b>(Specific Teacher or Specialist Professional Activities that are part of your plan.)</b>	<b>Timelines</b> <b>(Timeframe that Action Steps/Activities will be completed)</b>	<b>Resources</b> <b>(Staff, PD, or Materials)</b>
<i>Gather research materials that will assist in developing lesson plans</i>  <i>Collaborate with English department members to select appropriate texts and develop activities</i>  <i>Agree on and plan specific activities and texts</i>  <i>Create differentiated activities for diverse learners</i>  <i>Review classroom activities at the quarterly department meeting</i>  <i>Continue researching and developing new strategies</i>	<i>Summer 2011</i>  <i>August – September 2011</i>  <i>December 2011</i>  <i>December 2011 - February 2012</i>  <i>Spring 2012</i>  <i>2012-2013 School year</i>	<i>A variety of materials: books, websites, articles, etc.</i>

*I have reviewed the above Individual Growth Plan:*

**Teacher's Name:** \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_

**Administrator's Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

*\*If Tenured, mark if this is a Collaborative Plan: Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, list colleagues*

## **Document 7: Guide Sheet for Creating a Professional Development Plan for a Tenured Teacher Rated “Needs Improvement”**

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The Performance and Evaluation Reform Act includes the language regarding the creation of a **Professional Development Plan** for a teacher in contractual continued service (tenured) who is rated —“needs improvement”.

This **Professional Development Plan** (PDP):

- is to be created within 30 days after the completion of an evaluation resulting in the —needs improvement|| rating
- is to be developed by the evaluator in consultation with the teacher and take into account the tenured teacher’s on-going professional responsibilities including her/her regular teaching assignments
- is to be directed to the areas that need improvement and include supports that the district will provide to address the performance areas identified as needing improvement
- does not have a required minimum or maximum length of time (the plan can last until the teacher is evaluated in the next school year)

Tenured teachers must be evaluated at least once in the school year following the Professional Development Plan. Tenured teachers who are evaluated equal to or better than “satisfactory” or “proficient” must be reinstated to the regular tenured teacher evaluation cycle.

For tenured teachers who are evaluated less than “satisfactory” or “proficient”, the school district may rate the teacher’s performance as “unsatisfactory” and start a remediation plan period.

## Document 8: Quick Reference by Year

<b>General Information</b>	<b>Location</b>	<b>Page</b>
Appraisal Committee Process and Members	Section 1	3
Introduction, Overview of Danielson Framework	Section 2	4
Appraisal System Beliefs –Commitments and Common Themes	Section 3	5-6
Appraisal System Definitions	Section 4	7-8
Roles of Administrators, Mentors and Teachers in Appraisal Process	Section 5	9-10
Standards of Teaching Performance	Section 6	11
Appraisal Rating System	Section 7	12-13
Overview of the Teacher Appraisal Process	Section 8	14
Framework for Teacher (FFT): Chart	Appendix A	21
Framework for Teaching (FFT): Rubrics for Teachers	Document 1	22-45
<b>Non-Tenured</b>		
Non-Tenured Appraisal Process Chart	Section 9	15
Pre-Observation Conversation	Form 1	47
Post-Observation Conversation	Form 2	48
Final Summative Evaluation	Form 3	49
Self-Reflection for Professional Growth: Domains 1-4	Form 4	50-51
Individual Growth Plan (IGP) Template	Form 5	52
<b>Tenured</b>		
Tenured Evaluation Process Chart-PROFICIENT & EXCELLENT	Section 10	16-17
Tenured Evaluation Process Chart- NEEDS IMPROVEMENT	Section 11	18
Tenured Evaluation Process Chart- UNSATISFACTORY	Section 12	19
Pre-Observation Conversation	Form 1	47
Post-Observation Conversation	Form 2	48
Final Summative Evaluation	Form 3	49
Self-Reflection for Professional Growth: Domains 1-4	Form 4	50-51
Individual Growth Plan (IGP) Template	Form 5	52
Tenured Mid-Plan Meeting Conversation Record	Form 6	53
Tenured Professional Development Plan (PDP)	Form 7	54
Guidelines for Developing an Individual Growth Plan (IGP)	Document 2	55
Guidelines for Developing a SMART Professional Growth Goals for IGP	Document 3	56
Sample Form 4 & Form 5: Elementary Education Teacher	Document 4	57-59
Sample Form 4 & Form 5: Junior High Teacher	Document 5	60-62
Sample Form 4 & Form 5: High School Teacher	Document 6	63-65
Guidelines for Creating a PDP Plan for Tenured Teacher rated (Needs Improvement)	Document 7	66