

Central School District #104

Teacher Evaluation Guidebook and Documents

Meets the requirements of the Performance Evaluation Reform Act (PERA)

Section	Page(s)
1. Introduction	3
2. General Information.....	4
3. Overview	5
4. Probationary Teacher Evaluation	6-7
5. Tenured Teacher Evaluation	8-9
6. Professional Development Plan.....	10
7. Remediation	11
8. Teaching Practice Standards	12-43
9. Teaching Practice Observation Process	44-47
10. Glossary of Term	48-49
11. Teaching Duties & Responsibilities	50-51
12. Forms	52-75

Plan Development Process

District #104 convened a committee during the 2012-2013 and 2013-2014 school years to assess the effectiveness of and to propose additional modifications to existing evaluation instruments. In order to promote a collaborative process, committee members were selected to represent teachers and administrators. The focus of the committee's work was to review current practice, examine Charlotte Danielson's *A Framework for Teaching* (2011), and create an evaluation plan to be used by all administrators that reflected the standards of teaching.

The committee has addressed the following tasks:

- Planned for staff training regarding the *Framework for Teaching*
- Created a flow chart for the evaluation process
- Considered issues regarding the rating system

Philosophy

In District #104, we believe that a comprehensive, continuous, and collaborative evaluation system will enable us to achieve our mission to *Imagine, Inspire, and Achieve*.

Evaluation Committee Members

Mrs. Nancy Baim, Teacher

Mrs. Lesley Grady, Teacher

Mr. Brad Keim, Teacher

Mr. Josh Scherle, Teacher

Mr. John Bute, Superintendent

Ms. Dawn Elser, Principal

Mrs. Cassy Shelton, Special Education Coordinator

Mr. Jered Weh, Principal

Former Committee Member(s)

Mrs. Mary Ann Rafferty, Teacher

Purpose of the Teacher Evaluation System

The purpose of the teacher evaluation system in District #104 is to:

- Ensure quality instruction and student learning
- Foster a standards-based approach, using the Danielson *Framework for Teaching*
- Encourage self-direction for professional growth and accountability
- Support fair, accurate, and consistent implementation across the district
- Meet the requirements of the Illinois School Code

District #104 Mission

Imagine – Inspire – Achieve

Imagine – seeing beyond what exists to what could exist

Inspire – all to greatness through academic, physical, social and emotional growth

Achieve – to each person’s fullest potential

Evaluation Core Beliefs

We have core beliefs about an improved teacher evaluation system. They have guided this effort.

1. An effective evaluation system will help us provide our students with effective teachers.
 - Research shows that effective teachers make the biggest impact on the quality of our students’ educational experiences. We will do everything we can to give our teachers the support they need to do their best work. When our teachers succeed our students succeed. With an effective evaluation system we can identify and retain excellent teachers, provide useful support and feedback, or intervene if teachers and or students perform poorly.
2. Teachers are professionals, and our evaluation system should reflect that.
 - We have created an evaluation system that gives teachers regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. We are committed to evaluations that are fair, accurate, and consistent.
3. A new evaluation system will make a positive difference in the teachers’ everyday lives.
 - Probationary and veteran teachers can look forward to detailed feedback, tailored to the individual needs of their classrooms and students. Teachers and evaluators will meet regularly to discuss successes and areas for improvement, set professional goals, and create an individual professional growth plan to meet those goals.
4. Successful evaluation systems require accurate and consistent evaluators.
 - The success of a new evaluation system relies not only on our teachers but the accuracy and consistency of the evaluators. We are committed to the continued training and growth of our evaluators.

The collective bargaining agreement between Central School District #104 and the Central Teachers’ and Support Staff Association (CTSSA) provides some general guidelines for the evaluation of staff. The guidelines identified in the contract are consistent with the legal requirements related to evaluations. The teacher evaluation process alerts a teacher to any deficiencies in his/her teaching performance and allows the teacher the opportunity to remediate such deficiencies. The *District #104 Framework for Teaching* identifies the professional teaching standards to which each teacher is expected to conform. In addition, as required by the *School Code*, a job description that details each teacher’s duties and responsibilities are provided in Section 9: Teacher Duties and Responsibilities. The District #104 business office maintains staff attendance records.

Evaluation Overview

Teacher Practice will be assessed according to the *District #104 Framework for Teaching* as described in this guidebook. The teacher practice component of the summative evaluation will be implemented and further modified during the 2014-2015 school year. All teachers in the district will participate in the teacher practice component of the new evaluation system beginning in September 2014.

The student growth portion of the summative evaluation will begin development during the 2014-2015 school year. This portion of the summative evaluation will not be introduced or utilized until required by law.

The new evaluation system will include a rigorous observation and collaboration cycle where evaluators and teachers communicate regularly about their practice. Conversations will be grounded in the *District #104 Framework for Teaching* and will revolve around several conferences throughout the year. Teachers, during their evaluation cycle, will be observed many times through both formal and informal observations. All observations will be paired with written feedback and opportunity for conversation concerning feedback.

Rating System

District #104 has a four-tiered professional rating system that includes the follow ratings:

- **Excellent:** The classroom of a teacher rated *excellent* operates at a qualitatively different level, consisting of a community of learners, with students highly motivated and engaged and assuming appropriate responsibility for their own learning. The *excellent* teacher makes a contribution to the field, both in and outside of the school.
- **Proficient:** The *proficient* rating indicates that a teacher has mastered the areas evaluated and consistently demonstrates the concepts underlying the components and elements of the Danielson *Framework for Teaching*.
- **Needs Improvement:** The *needs improvement* rating indicates the teacher demonstrates an understanding of most of the components of the Danielson *Framework for Teaching*. However, there are significant areas in which growth is needed due to sporadic or inconsistent success in implementing the *Framework's* components and elements.
- **Unsatisfactory:** The *unsatisfactory* rating indicates the teacher does not demonstrate an understanding of the components and elements of the Danielson *Framework for Teaching*, does not meet the standards for professional practice in District #104. An *unsatisfactory* rating will result in the implementation of the requirements identified in section 105 ILCS 5/24A-5 of the *Illinois School Code* for a tenured teacher.

The summative evaluation rating determination is described in Section 9: Teaching Practice.

Timeline for Probationary Teacher Evaluation Cycle

Time of Year	Purpose	Activities
By September 1	The building principal, or immediate supervisor designated by the Superintendent to be in charge of evaluation, shall acquaint each teacher under his/her supervision with the evaluation instructions to be utilized and the procedures to be followed.	Beginning of Year Conference: <ul style="list-style-type: none"> • Self-reflection • Create Professional Growth Plan • Collect artifacts and student data
After September 1	Informal observations shall begin and will continue throughout the cycle.	On-going two-way communication between teacher and evaluator
By January 1	The first formal observation cycle shall be completed. The Formal Observation cycle shall include: <ul style="list-style-type: none"> • Pre-observation conversation form and lesson plan review • Observation • Post-observation reflection by teacher • Post-observation conversation with evaluator 	Mid Year Conference and Data Review: <ul style="list-style-type: none"> • Reflect on student data • Revisit self-reflection • Revisit professional growth plan
By March 1	The second formal observation cycle shall be completed. A Summative Evaluation with a rating completed by the evaluator will be provided at the conclusion of the second formal observation cycle.	End of Year Summative Conference: <ul style="list-style-type: none"> • Self-reflection and student data • Feedback on evaluation of overall performance • Revisit professional growth plan • Final rating assigned

Probationary Teacher Evaluation

Who:

All probationary staff will be involved.

Purpose:

1. To provide professional growth support for teachers new to teaching and/or new to the school district
2. To use a consistent process to collect reliable data for making employment decisions
3. To document and substantiate through classroom observation and summative evaluations administrative recommendations for contract renewal or non-renewal

Procedures:

The building principal, or immediate supervisor designated by the Superintendent to be in charge of evaluation, shall acquaint each teacher under his/her supervision with the evaluation instructions to be utilized and the procedures to be followed by **September 1**.

District #104 will provide a professional development day prior to the start of the school year for all probationary teachers. Any teacher hired after the start of the school year will receive the same professional development opportunity prior to any evaluation / observation.

Formal Observations:

1. During each of the probationary years (first, second, third or fourth year of full-time employment), a minimum of two formal observations will be conducted at a time and date mutually agreed to by the teacher and evaluator
2. All part-time teachers shall be treated as probationary teachers
3. The first observation cycle shall be conducted by January 1
4. The second observation cycle shall be conducted by March 1
5. A probationary teacher shall be provided a summative evaluation rating at the conclusion of the second formal observation cycle.

Formal observations shall consist of:

1. A Pre-observation conference
 - Determine observation date(s) / time
 - Review the Pre-observation conversation guide completed by the teacher prior to the pre-conference
 - Review of lesson plan submitted with the Pre-observation conversation guide
2. Actual classroom observation
3. Post-observation conference
 - The teacher will complete the Post-observation reflection form after the observation
 - The teacher and evaluator will use the Post-observation reflection form to discuss the lesson observed
 - The evaluator will complete the Teacher Evaluation Form with a rating at the conclusion of the second observation cycle
4. Summative Evaluation Conference
 - A summative evaluation conference will be held by **March 1**
 - The evaluation form with the rating will be completed by **March 1**
 - In addition to the formal observation(s) which are required, informal observations will be conducted throughout the school year and written information from the informal observations will be used to determine the teacher's summative rating

Timeline for Tenured Teacher Evaluation Cycle

Time of Year	Purpose	Activities
By September 1	The building principal, or immediate supervisor designated by the Superintendent to be in charge of evaluation, shall acquaint each teacher under his/her supervision with the evaluation instructions to be utilized and the procedures to be followed.	Beginning of Year Conference: <ul style="list-style-type: none"> • Self-reflection • Create Professional Growth Plan • Collect artifacts and student data
After September 1	Informal observations shall begin and will continue throughout the two-year cycle.	On-going two-way communication between teacher and evaluator
By January 1 of first year		Mid Year Conference and Data Review: <ul style="list-style-type: none"> • Reflect on student data • Revisit self-reflection • Revisit professional growth plan
By January 1 of second year		Mid Year Conference and Data Review: <ul style="list-style-type: none"> • Reflect on student data • Revisit self-reflection • Revisit professional growth plan
By May 1 of second year	At least one formal observation cycle shall be completed during the two-year evaluation cycle. The Formal Observation cycle shall include: <ul style="list-style-type: none"> • Pre-observation conversation form and lesson plan review • Observation • Post-observation reflection by teacher • Post-observation conversation with evaluator 	End of Year Summative Conference: <ul style="list-style-type: none"> • Self-reflection and student data • Feedback on evaluation of overall performance • Revisit professional growth plan • Final rating assigned

Tenured Teacher Evaluation

Who:

Teachers who have completed four consecutive years of full-time service in Central #104 will be involved the Tenured Teacher Evaluation Program.

Purpose:

1. To provide professional growth support for experienced teachers and / or new to the school district

2. To use a consistent process to collect reliable data for making employment decisions
3. To document and substantiate through classroom observation and summative evaluations administrative recommendations for contract renewal or non-renewal

Procedures:

The building principal, or immediate supervisor designated by the Superintendent to be in charge of evaluation, shall acquaint each teacher under his/her supervision with the evaluation instructions to be utilized and the procedures to be followed by **September 1**. Tenured teachers shall have at least one formal observation during the two-year evaluation cycle.

Formal Observations:

1. A tenured teacher's two-year formal observation cycle starts following the attainment of tenure
2. During each of the two-year cycles, a minimum of one formal observation will be conducted
3. The formal observation shall be conducted by **May 1** of the second year
4. A tenured teacher shall be provided a summative evaluation rating at the conclusion of the formal observation cycle

Formal observations shall consist of:

1. A Pre-observation conference
 - Determine observation date(s) / time
 - Review the Pre-observation conversation guide completed by the teacher prior to the pre-conference
 - Review of lesson plan submitted with the Pre-observation conversation guide
2. Actual classroom observation
3. Post-observation conference
 - The teacher will complete the Post-observation reflection form after the observation
 - The teacher and evaluator will use the Post-observation reflection form to discuss the lesson observed
 - The evaluator will complete the Teacher Evaluation Form with a rating at the conclusion of the observation cycle
4. Summative Evaluation Conference
 - A summative evaluation conference will be held by **May 1** of the second year
 - The evaluation form with the rating will be completed by **May 1** of the second year
 - In addition to the formal observation(s) which are required, informal observations will be conducted throughout the school year and written information from the informal observations will be used to determine the teacher's summative rating

Tenured Teacher Professional Development Plan

Who:

Tenured teachers who receive a summative rating of “*Needs Improvement*”

When:

Within 30 school days after the completion of an evaluation rating a teacher in tenured status (contractual continued service)

What:

Development by the evaluator, in consultation with the teacher, of a **Professional Development Plan** directed to the areas that are identified in the evaluation, as “*needs improvement*” and any supports that the District will provide to address the area(s) identified as needing improvement. The Plan must take into account the teacher’s on-going professional responsibilities including his / her regular teaching assignments.

Professional Development Plans do not have a minimum or maximum length. 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 evaluated equal to or better than “*Proficient*” will be reinstated to their regular tenured teacher evaluation cycle. For tenured teachers who are evaluated less than “*Proficient*”, the District may rate the teacher’s performance as “*Unsatisfactory*” and start a remediation plan.

Tenured Teacher Remediation Plan

Who:

Tenured teachers who receive a summative rating of “*Unsatisfactory*”

When:

Within 30 school days after the completion of an evaluation rating a teacher in tenured status (contractual continued service)

Remediation Activities:

- The remediation plan shall require evaluations and ratings once every 30 school days during the 90 school days immediately following the teacher receiving the remediation plan.
- The evaluations and ratings shall be conducted by a qualified evaluator and shall be in accordance with the time schedule as provided in the State Board of Education Rules and Regulations.
- Participants in the remediation plan shall include the teacher deemed “*unsatisfactory*”, a qualified evaluator, and a consultant teacher selected by the evaluator. Other personnel may be included to assist in correcting areas identified as “*unsatisfactory*”. A consultant teacher is a tenured teacher who has been rated as “*excellent*” for two consecutive evaluation cycles using a PERA framework.
- The use of a consultant teacher shall be voluntary. The consultant teacher shall be compensated at the rate set forth in the collective bargaining agreement.
- When a consultant teacher is requested, the CTSSA shall provide the Superintendent with the names of five qualified teachers willing to assume this responsibility.
- In the event no qualified teachers from District #104 are willing to assume this responsibility, the State Board of Education or Regional Office of Education shall provide a consultant teacher using the qualifications of District #104.
- Use of a consultant teacher shall be in accordance with the State Board of Education Rules and Regulations.
- Any teacher who fails to complete the remediation plan with a “*Proficient*” or better rating shall be dismissed in accordance with the *Illinois School Code*.
- Any teacher who completes the remediation plan with a “*Proficient*” or better rating shall be reinstated to their regular tenure teacher evaluation cycle.
- Statements made by the consultant teacher to or about the teacher under remediation shall be considered privileged and confidential.
- The consultant teacher shall have no loss of pay or benefits because of his/her involvement.
- Release time shall be provided for the consultant teacher when necessary and appropriate (and with the approval of the Superintendent).

The teaching practice standards and related continuum were adopted from Danielson’s *Enhanced Professional Practice: A Framework for Teaching*, published by the Association for Supervision and Curriculum Development in 2011. The committee has preserved nearly all of the research-based practices of Danielson. Within each domain are components that identify skills and knowledge associated with the domain. Additionally, each component is comprised of several elements that detail practices within that area.

District #104’s Framework for Teaching

Domain 1: Planning and Preparation	Domain 2: Classroom Environment
<p>1A: Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy <p>1B: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students’ skills, knowledge, and language proficiency • Knowledge of students’ interest and cultural heritage • Knowledge of students’ special needs <p>1C: Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse students <p>1D: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students <p>1E: Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <p>1F: Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning 	<p>2A: Creating and Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Teacher interactions with students, including both words and actions • Student interactions with other students, including both words and actions <p>2B: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • Importance of the content and of learning • Expectations for learning and achievement • Student pride in work <p>2C: Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties <p>2D: Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to student misbehavior <p>2E: Organizing Physical Space</p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources

District #104's Framework for Teaching...continued

<p>Domain 4: Professional Responsibilities</p> <p>4A: Reflecting on Teaching</p> <ul style="list-style-type: none"> • Accuracy • Use in future teaching <p>4B: Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records <p>4C: Communicating with Families</p> <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program <p>4D: Participating in Professional Community</p> <ul style="list-style-type: none"> • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects <p>4E: Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession <p>4F: Showing Professionalism</p> <ul style="list-style-type: none"> • Integrity and ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school and district regulations 	<p>Domain 3: Instruction</p> <p>3A: Communicating with Students</p> <ul style="list-style-type: none"> • Expectations for learning • Directions for activities • Explanations of content • Use of oral and written language <p>3B: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of questions/prompts • Discussion techniques • Student participation <p>3C: Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing <p>3D: Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Age appropriate student self-assessment and monitoring of progress <p>3E: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence
---	--

(Optional Language if we include different frameworks for Social Workers and Speech Pathologist.)

Similarly, several frameworks, based upon the Danielson work, outline the work of specialist, such as social workers and speech language pathologists. These frameworks will be used to evaluate the work of these specialists throughout the district. The organization of the Frameworks for Specialists mirrors that of the Framework for Teaching and is structured around four domains. While the components, too, mirror those for teachers; the components in each Framework for Specialist are tailored to the specific responsibilities of each group of specialists.

A Framework for Counselors / Social Workers

<p>Domain 1: Planning and Preparation</p> <p>1A: Demonstrating Knowledge of Counseling Theory and Techniques</p> <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy <p>1B: Demonstrating Knowledge of Child Development</p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interest and cultural heritage • Knowledge of students' special needs <p>1C: Establishing Goals for Counseling Program</p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse students <p>1D: Demonstrating Knowledge of Regulations and Resources</p> <ul style="list-style-type: none"> • Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students <p>1E: Planning the Counseling Program</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <p>1F: Designing an Assessment Plan</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning 	<p>Domain 2: The Environment</p> <p>2A: Creating and Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Teacher interactions with students, including both words and actions • Student interactions with other students, including both words and actions <p>2B: Establishing a Culture for Productive Communication</p> <ul style="list-style-type: none"> • Importance of the content and of learning • Expectations for learning and achievement • Student pride in work <p>2C: Managing Routines and Procedures</p> <ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties <p>2D: Establishing Standards of Conduct for Student Behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to student misbehavior <p>2E: Organizing Physical Space</p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources
<p>Domain 4: Professional Responsibilities</p> <p>4A: Reflecting on Practice</p> <ul style="list-style-type: none"> • Accuracy • Use in future teaching <p>4B: Maintaining and Submitting Records</p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records <p>4C: Communicating with Families</p> <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program <p>4D: Participating in Professional Community</p> <ul style="list-style-type: none"> • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects <p>4E: Engaging in Professional Development</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical 	<p>Domain 3: Delivery of Service</p> <p>3A: Assessing Student Needs</p> <ul style="list-style-type: none"> • Expectations for learning • Directions for activities • Explanations of content • Use of oral and written language <p>3B: Assisting Students and Teaching in Formulating Career Plans</p> <ul style="list-style-type: none"> • Quality of questions/prompts • Discussion techniques • Student participation <p>3C: Using Counseling Techniques in Programs</p> <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing <p>3D: Brokering Resources to Meet Needs</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning

<p>skill</p> <ul style="list-style-type: none"> • Receptivity to feedback from colleagues • Service to the profession <p>4F: Showing Professionalism</p> <ul style="list-style-type: none"> • Integrity and ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school and district regulations 	<ul style="list-style-type: none"> • Feedback to students • Age appropriate student self-assessment and monitoring of progress <p>3E: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence
--	--

A Framework for Speech Language Pathologist

<p>Domain 1: Planning and Preparation</p> <p>1A: Demonstrating Knowledge and Skill in Specialist Area</p> <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy <p>1B: Demonstrating Knowledge of Child Development</p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interest and cultural heritage • Knowledge of students' special needs <p>1C: Establishing Goals for Therapy Program</p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse students <p>1D: Demonstrating Knowledge of Regulations and Resources</p> <ul style="list-style-type: none"> • Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students <p>1E: Planning the Therapy Program</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <p>1F: Designing an Assessment Plan</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning 	<p>Domain 2: The Environment</p> <p>2A: Creating and Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Teacher interactions with students, including both words and actions • Student interactions with other students, including both words and actions <p>2B: Organizing Time Effectively</p> <ul style="list-style-type: none"> • Importance of the content and of learning • Expectations for learning and achievement • Student pride in work <p>2C: Establishing and Maintaining Clear Procedures for Referrals</p> <ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties <p>2D: Establishing Standards of Conduct</p> <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to student misbehavior <p>2E: Organizing Physical Space</p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources
<p>Domain 4: Professional Responsibilities</p> <p>4A: Reflecting on Practice</p> <ul style="list-style-type: none"> • Accuracy • Use in future teaching <p>4B: Collaborating with Teachers and Administrators</p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records <p>4C: Maintaining an Effective Data Management System</p> <ul style="list-style-type: none"> • Information about the instructional program 	<p>Domain 3: Delivery of Service</p> <p>3A: Responding to Referrals</p> <ul style="list-style-type: none"> • Expectations for learning • Directions for activities • Explanations of content • Use of oral and written language <p>3B: Developing and Implementing Treatment Plans</p> <ul style="list-style-type: none"> • Quality of questions/prompts • Discussion techniques • Student participation

<ul style="list-style-type: none"> • Information about individual students • Engagement of families in the instructional program <p>4D: Participating in Professional Community</p> <ul style="list-style-type: none"> • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects <p>4E: Engaging in Professional Development</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession <p>4F: Showing Professionalism</p> <ul style="list-style-type: none"> • Integrity and ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school and district regulations 	<p>3C: Communicating with Families</p> <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing <p>3D: Collecting Information and Writing Reports</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Age appropriate student self-assessment and monitoring of progress <p>3E: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence
---	--

Domain 1: Planning and Preparation

Component 1A: Demonstrating Knowledge of Content and Pedagogy

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline, and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.

The essential elements of component 1a are:

Knowledge of content and the structure of the discipline. Every discipline has a dominant structure, with smaller components or strands, central concepts and skills.

Knowledge of prerequisite relationships. Some disciplines, for example mathematics, have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.

Knowledge of content-related pedagogy. Different disciplines have “signature pedagogies” that have evolved over time and found to be most effective in teaching.

Indicators include:

- Lesson and unit plans that reflect important concepts in the discipline
- Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
- Clear and accurate classroom explanations
- Accurate answers to student questions
- Feedback to students that furthers learning
- Inter-disciplinary connections in plans and practice

Component 1A: Demonstrating Knowledge of Content and Pedagogy

Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p>Teacher’s plans and practice display little understanding of prerequisite relationships important to student learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p> <p>Teacher does not consider prerequisite relationships when planning.</p> <p>Teacher’s plans use inappropriate strategies for the discipline.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Teacher’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p> <p>Teacher is familiar with the discipline but does not see conceptual relationships.</p> <p>Lesson and unit plans use limited instructional strategies and some are not be suitable to the content.</p>	<p>Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.</p> <p>Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p> <p>The teacher can identify important concepts of the discipline, and their relationships to one another.</p> <p>The teacher consistently provides clear explanations of the content.</p> <p>The teacher answers student questions accurately and provides feedback that furthers their learning.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.</p> <p>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.</p> <p>Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p> <p>Teacher cites intra- and inter-disciplinary content relationships.</p> <p>Teacher is proactive in</p>

		The teacher seeks out content-related professional development.	uncovering student misconceptions and addressing them before proceeding.
--	--	---	--

Component 1B: Demonstrating Knowledge of Students

Teachers don't teach content in the abstract; they teach it to *students*. In order to ensure student learning, therefore, teachers must not only know their content and its related pedagogy, but the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed: namely those students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school, lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs must be considered when planning lessons and identifying resources that will ensure their understanding.

The essential elements of component 1b are:

Knowledge of child and adolescent development. Children learn differently at different stages of their lives.

Knowledge of the learning process. Learning requires active intellectual engagement.

Knowledge of students' skills, knowledge, and language proficiency. Children's lives beyond school influence their learning.

Knowledge of students' interest and cultural heritage. Children's backgrounds influence their learning.

Knowledge of students' special needs. Children do not all develop in a typical fashion.

Indicators include:

- Teacher gathers formal and informal information about students for use in planning instruction
- Teacher learns student interests and needs for use in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share heritage
- Database of students with special needs

Component 1B: Demonstrating Knowledge of Students

Unsatisfactory	Needs Improvement	Proficient	Excellent
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.	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.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. 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.	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.
Teacher does not understand child development characteristics and has unrealistic expectations for students.	Teacher cites developmental theory, but does not seek to integrate it into lesson planning.		Teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.
Teacher does not try to ascertain varied ability levels among students in the class.	Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group".	Teacher knows, for groups of students, their levels of cognitive development.	Teacher seeks out information about their cultural heritage from all students.
Teacher is not aware of	Teacher recognizes that	Teacher is aware of the	Teacher maintains a system of

<p>student interests or cultural heritages.</p> <p>Teacher takes no responsibility to learn about students' medical or learning disabilities.</p>	<p>children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.</p> <p>Teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.</p>	<p>different cultural groups in the class.</p> <p>Teacher has a good idea of the range of interests of students in the class.</p> <p>Teacher shares relevant medical, cultural, learning, and home environment information with appropriate co-workers.</p> <p>Teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning.</p> <p>Teacher is aware of the special needs represented by students in the class.</p>	<p>updated student records and incorporates medical and/or learning needs into lesson plans.</p> <p>Teacher shares relevant instructional information, to strengthen knowledge about students, with appropriate co-workers.</p>
---	--	--	---

Component 1C: Setting Instructional Outcomes

Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes do not describe what students will *do*, but what they will *learn*. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1.

Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only for students to learn to read, but educators also hope that they will *like* to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines.

The essential elements of component 1c are:

Value, sequence, and alignment. Students must be able to build their understanding of important ideas from concept to concept.

Clarity. Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.

Balance. Outcomes should reflect different types of learning: such as knowledge, conceptual understanding, and thinking skills.

Suitability for diverse students. Outcomes must be appropriate for all students in the class.

Indicators include:

- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Permit assessment of student attainment
- Differentiated for students of varied ability

Component 1C: Setting Instructional Outcomes

Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Outcomes do not represent high expectations for students and lack of rigor, nor do they all reflect important learning in the discipline.</p>	<p>Outcomes represent moderately high expectations and rigor.</p> <p>Some reflect important</p>	<p>Most outcomes represent rigorous and important learning in the discipline.</p> <p>All the instructional outcomes</p>	<p>All outcomes represent rigorous and important learning in the discipline.</p> <p>Outcomes are clear, written in</p>

<p>Outcomes are stated as activities, rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.</p> <p>Outcomes lack rigor.</p> <p>Outcomes do not represent important learning in the discipline.</p> <p>Outcomes are not clear or are stated as activities.</p> <p>Outcomes are not suitable for many students in the class.</p>	<p>learning in the discipline, and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.</p> <p>Outcomes represent a mixture of low expectations and rigor.</p> <p>Some outcomes reflect important learning in the discipline.</p> <p>Outcomes are suitable for most of the class.</p>	<p>are clear, written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p> <p>Outcomes represent high expectations and rigor.</p> <p>Outcomes are related to “big ideas” of the discipline.</p> <p>Outcomes are written in terms of what students will learn rather than do.</p> <p>Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, and communication.</p> <p>Outcomes are sustainable to groups of students in the class, differentiated where necessary.</p>	<p>the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes take into account the varying needs of individual students.</p> <p>Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.</p> <p>Teacher connects outcomes to previous and future learning.</p> <p>Outcomes are differentiated to encourage individual students to take educational risks.</p>
---	--	---	---

<p>Component 1D: Demonstrating Knowledge of Resources</p>
<p>Student learning is enhanced by a teacher’s skillful use of resources; the school provides some of these as “official” materials; teachers through their own initiative secure others. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide non-instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and which will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can access the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and non-academic lives.</p> <p>*Some elements of this component are dependent upon local, state, and federal funding or a lack of funding cannot impact a teacher’s rating.</p>
<p>The essential elements of component 1d are:</p> <p>Resources for classroom use. Materials that align with learning outcomes.</p> <p>Resources to extend content knowledge and pedagogy. Those that can further teachers’ professional knowledge.</p> <p>Resources for students. Materials that are appropriately challenging.</p>
<p>Indicators include:</p>

- District provided materials
- Range of texts
- Guest speakers
- Internet resources
- Materials provided by professional organizations
- Teacher continuing professional education courses or professional groups
- Community resources

Component 1D: Demonstrating Knowledge of Resources			
Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.</p> <p>Teacher only uses district-provided materials, even when more variety would assist some students.</p> <p>Teacher does not seek out resources available to expand his/her own skill.</p> <p>Although aware of some student needs, the teacher does not inquire about possible resources.</p>	<p>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.</p> <p>Teacher uses materials in the school library, but does not search beyond the school for resources.</p> <p>Teacher participates in content- area workshops offered by the school, but does not pursue other professional development.</p> <p>Teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.</p>	<p>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.</p> <p>Texts are at varied levels.</p> <p>Guest speakers and field experiences supplement texts.</p> <p>Teacher facilitates Internet resources.</p> <p>Resources are multi-disciplinary.</p> <p>Teacher expands knowledge with professional learning groups and organizations.</p> <p>Teacher pursues options offered by universities.</p> <p>Teacher provides lists of resources outside the class for students to draw on.</p>	<p>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.</p> <p>Texts are matched to student skill level.</p> <p>Teacher has ongoing relationship with age appropriate educational agencies that support student learning.</p> <p>Teacher maintains log of resources for student reference.</p> <p>Teacher shares knowledge of professional development and activities with others to increase instructional knowledge.</p> <p>Teacher facilitates student contact with resources outside the classroom.</p>

Component 1E: Designing Coherent Instruction
<p>Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in Domain 3.</p>
<p>The essential elements of component 1e are:</p>

Learning activities. Instruction designed to engage students and advance them through the content.

Instructional materials and resources. Appropriate to the learning needs of the students.

Instructional groups. Intentionally organized to support student learning.

Lesson and unit structure. Clear and sequenced to advance students' learning.

Indicators include:

- Lessons that support instructional outcomes and reflect important concepts
- Instructional maps that indicate relationships to prior learning
- Activities that represent high-level thinking
- Opportunities for student choice
- The use of varied resources
- Thoughtfully planned learning groups
- Structured lesson plan

Component 1E: Designing Coherent Instruction

Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>Activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations.</p> <p>Instructional groups do not support the instructional outcomes and offer no variety.</p> <p>Learning activities are boring and/or not well aligned to the instructional goals.</p> <p>Materials are not engaging or are not meeting instructional outcomes.</p> <p>Instructional groups do not support learning.</p> <p>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</p>	<p>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.</p> <p>Instructional groups partially support the instructional outcomes, with an effort at providing some variety.</p> <p>Lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p> <p>Learning activities are moderately challenging.</p> <p>Learning resources are suitable, but there is limited variety.</p> <p>Instructional groups are random or only partially support objectives.</p> <p>Lesson structure is uneven or may be unrealistic in terms of time expectations.</p>	<p>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.</p> <p>Learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>Lesson or unit has a clear structure with appropriate and varied use of instructional groups.</p> <p>Learning activities are matched to instructional outcomes.</p> <p>Activities provide opportunity for higher-level thinking.</p> <p>Teacher provides a variety of appropriately challenging materials and resources.</p> <p>Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</p> <p>The plan for the lesson or unit is well structured, with reasonable time allocations.</p>	<p>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.</p> <p>Instructional groups are varied as appropriate, with some opportunity for student choice.</p> <p>Lesson or unit structure is clear and allows for different pathways according to diverse student needs.</p> <p>Some activities permit student choice.</p> <p>Learning experiences connect to other disciplines.</p> <p>Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</p> <p>Lesson plans differentiate for individual student needs.</p>

Component 1F: Designing Student Assessments

Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, different methods are needed to assess reasoning skills than for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional process, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress towards the understanding the learning outcomes.

The essential elements of component 1f are:

Congruence with instructional outcomes. Assessments must match learning expectations.

Criteria and standards. Expectations must be clearly defined.

Design of formative assessments. Assessments for learning must be planned as part of the instructional process.

Use for planning. Results of assessment guide future planning.

Indicators include:

- Lesson plans indicate correspondence between assessments and instructional outcomes
- Assessment types are suitable to the style of outcome
- Variety of performance opportunities for students
- Modified assessments are available for individual students as needed
- Expectations clearly written with descriptors for each level of performance
- Formative assessments are designed to inform minute-to-minute decision-making by the teacher during instruction

Component 1F: Designing Student Assessments

Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.</p> <p>Assessments do not match instructional outcomes.</p> <p>Assessments have no criteria.</p> <p>No formative assessments have been designed.</p> <p>Assessment results do not affect future plans.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p> <p>Only some of the instructional outcomes are addressed in the planned assessments.</p> <p>Assessment criteria are vague.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear.</p> <p>Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>Teacher intends to use assessment results to plan for future instruction for groups of students.</p> <p>All the learning outcomes have a method for assessment.</p> <p>Assessment types match learning expectations.</p>	<p>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.</p> <p>Assessment methodologies have been adapted for individual students, as needed.</p> <p>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment info.</p> <p>Teacher intends to use assessment results to plan future instruction for individual students.</p> <p>Some assessments provide opportunities for student choice.</p>

	Plans refer to the use of formative assessments, but they are not fully developed. Assessment results are used to design lesson plans for the whole class, not individual students.	Plans indicate modified assessments for some students as needed. Assessment criteria are clearly written. Plans include formative assessments to use during instruction. Lesson plans indicate possible adjustments based on formative assessment data.	Students participate in designing some assessments for their own work. Teacher-designed assessments are authentic with real-world application, as appropriate. Students develop some rubrics according to teacher-specified learning objectives. Students are given the opportunity to be involved in collecting information from formative assessments and providing input.
--	---	--	---

Domain 2: The Classroom Environment	
Component 2A: Creating and Environment of Respect and Rapport	
<p>An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe.</p>	
<p>The essential elements of component 2a are:</p> <p>Teacher interactions with students, including both words and actions. A teacher’s interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.</p> <p>Student interactions with other students, including both words and actions. As important as a teacher’s treatment of students is, how students are treated by their classmates is, arguably, even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers model and teach students how to engage in respectful interactions with one another and acknowledge respectful interactions among students.</p>	
<p>Indicators include:</p> <ul style="list-style-type: none"> • Respectful talk and turn taking • Respect for students’ background and lives outside of the classroom • Teacher and student body language • Physical proximity • Warmth and caring • Politeness • Encouragement • Active listening • Fairness 	

Component 2A: Creating and Environment of Respect and Rapport			
Unsatisfactory	Needs Improvement	Proficient	Excellent
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.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and	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	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

<p>Negative humor, put-downs, or conflict characterizes interactions.</p> <p>Teacher does not deal with disrespectful behavior.</p> <p>Teacher uses disrespectful talk towards students.</p> <p>Student body language indicates feelings of hurt or insecurity.</p> <p>Students use disrespectful talk towards one another with no response from the teacher.</p> <p>Teacher displays no familiarity with or caring about individual students' interests or personalities.</p>	<p>developmental levels.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results - the net result of the interactions is neutral: conveying neither warmth nor conflict.</p> <p>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</p> <p>Teacher attempts to respond to disrespectful behavior among students, with uneven results.</p> <p>Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</p>	<p>teacher.</p> <p>Interactions among students are generally polite and respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students - the net result of the interactions is polite and respectful, but impersonal.</p> <p>Talk between teacher and students and among students is respectful.</p> <p>Teacher responds to disrespectful behavior among students.</p> <p>Teacher makes superficial connections with individual students.</p>	<p>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.</p> <p>Teacher demonstrates knowledge and caring about individual students' lives beyond school.</p> <p>When appropriate, students correct one another in their conduct towards classmates.</p> <p>There is no disrespectful behavior among students.</p> <p>The teacher's response to a student's incorrect response respects the student's dignity</p>
--	--	--	--

Component 2B: Establishing a Culture for Learning
<p>“A culture for learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.</p>
<p>The essential elements of component 2b are:</p> <p>Importance of the content and of learning. In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.</p> <p>Expectations for learning and achievement. In classrooms with robust cultures for learning, all students receive the message that, while the work is challenging, they are capable of achieving it if they are prepared to work hard.</p> <p>Student pride in work. When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.</p>
<p>Indicators include:</p> <ul style="list-style-type: none"> • Belief in the value of the work • Expectations are high and supported through both verbal and nonverbal behaviors • Quality is expected and recognized • Effort and persistence are expected and recognized • Confidence in ability is evidenced by teacher and students language and behaviors • Expectation for all students to participate

Component 2B: Establishing a Culture for Learning			
Unsatisfactory	Needs Improvement	Proficient	Excellent
The classroom culture is	The classroom culture is	The classroom culture is a	The classroom culture is a

<p>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.</p> <p>Hard work is not expected or valued.</p> <p>Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.</p> <p>The teacher conveys that the reasons for the work are external or trivializes the learning goals and/or assignments.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Some students exhibit little or no pride in their work.</p> <p>Class time is devoted more to socializing than to learning.</p>	<p>characterized by little commitment to learning by teacher or students.</p> <p>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.</p> <p>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p> <p>Teacher’s energy for the work is neutral: indicating neither a high level of commitment nor “blowing it off”.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students comply with the teacher’s expectations for learning, but don’t indicate commitment on their own initiative for the work.</p>	<p>cognitively busy place where learning is valued by all with high expectations for learning the norm for most students.</p> <p>The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning and hard work.</p> <p>The teacher communicates the importance of learning, and that with hard work all students can be successful in it.</p> <p>The teacher demonstrates a high regard for student abilities.</p> <p>Teacher conveys an expectation of high levels of student effort.</p> <p>Students demonstrate effort to complete work of high quality.</p>	<p>cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>The teacher conveys high expectations for learning by all students and insists on hard work.</p> <p>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.</p> <p>The teacher communicates a genuine passion for the subject.</p> <p>Students indicate that they are not satisfied unless they have complete understanding.</p> <p>Student’s questions and comments indicate a desire to understand the content, rather than, simply learning a procedure for getting a correct answer.</p> <p>Students recognize the efforts of their classmates. Most students take initiative in improving the quality of their work.</p>
--	---	--	--

<p>Component 2C: Managing Classroom Procedures</p>
<p>A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class “runs itself.”</p>
<p>The essential elements of component 2c are:</p> <p>Management of instructional groups. Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher.</p> <p>Management of transitions. Many lessons engage students in different types of activities – large group, small group, independent work. It’s important that little time is lost as students move from one activity to another; students know the “drill” and execute it seamlessly.</p> <p>Management of materials and supplies. Experienced teachers have all necessary materials to hand, and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.</p> <p>Performance of non-instructional duties. Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.</p>

Indicators include:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students know what to do, where to move

Component 2C: Managing Classroom Procedures			
Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Much instructional time is lost due to inefficient classroom routines and procedures.</p> <p>There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p> <p>Students not working with the teacher are disruptive to the class.</p> <p>There are no established procedures for distributing and collecting materials.</p> <p>Procedures for other activities are confused or chaotic.</p>	<p>Some instructional time is lost due to only partially effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies are inconsistent, leading to some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p> <p>Small groups are only partially engaged while not working directly with the teacher.</p> <p>Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.</p> <p>Classroom routines function unevenly.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p> <p>The students are productively engaged during small group work.</p> <p>Transitions between large and small group activities are smooth.</p> <p>Routines for distribution and collection of materials and supplies work efficiently.</p> <p>Classroom routines function smoothly.</p>	<p>Instructional time is maximized due to efficient classroom routines and procedures.</p> <p>Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p> <p>Students take the initiative with their classmates to ensure that their time is used productively.</p> <p>Students themselves ensure that transitions and other routines are accomplished smoothly.</p> <p>Students take initiative in distributing and collecting materials efficiently.</p>

Component 2D: Managing Student Behavior
<p>In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do, and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.</p>
<p>The essential elements of component 2d are:</p> <p>Expectations. It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and are being implemented.</p> <p>Monitoring of student behavior. Experienced teachers seem to have eyes “in the backs of their heads;” they are attuned to what’s happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which makes it challenging to observe.</p> <p>Response to student misbehavior. Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher’s skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the</p>

content? are they trying to impress their friends?) and respond in such a way that they respect the dignity of the student. The best responses are those that address misbehavior early in an episode, although this is not always possible.

Indicators include:

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Fairness
- Absence of misbehavior
- Reinforcement of positive behavior

Component 2D: Managing Student Behavior

Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior.</p> <p>Students challenge the standards of conduct.</p> <p>Response to students' misbehavior is repressive, or disrespectful of student dignity.</p> <p>The classroom environment is chaotic, with no apparent standards of conduct.</p> <p>The teacher does not monitor student behavior.</p> <p>Some students violate classroom rules, without apparent teacher awareness.</p> <p>When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is inconsistent implementation of the standards of conduct.</p> <p>Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</p> <p>Teacher attempts to keep track of student behavior, but with no apparent system.</p> <p>The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.</p>	<p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.</p> <p>Standards of conduct appear to have been established.</p> <p>Student behavior is generally appropriate.</p> <p>The teacher frequently monitors student behavior.</p> <p>Teacher's response to student misbehavior is effective and/or multiple, proactive approaches are utilized.</p> <p>Teacher acknowledges good behavior.</p>	<p>Student behavior is entirely appropriate.</p> <p>Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</p> <p>Teachers' monitoring of student behavior is subtle and preventive.</p> <p>Teacher's response to student misbehavior is sensitive to individual student needs and respects students.</p> <p>Student behavior is entirely appropriate; no evidence of student misbehavior.</p> <p>The teacher monitors student behavior without speaking – just moving about.</p> <p>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</p>

Component 2E: Organizing Physical Space

The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so they can participate actively. Both the teacher and students make effective use of computer (and other) technology.

The essential elements of component 2e are:

Safety and accessibility. Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources.

Arrangement of furniture and use of physical resources. Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these are skillfully used students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the physical environment.

Indicators include:

- Pleasant, inviting atmosphere
- Safe environment
- Accessibility for all students
- Furniture arrangement suitable for the learning activities
- Effective use of physical resources, including computer technology, by both teacher and students

Component 2E: Organizing Physical Space			
Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>The physical environment is unsafe, or many students don't have access to learning.</p> <p>There is poor alignment between the arrangement of furniture and resources, including technology, and the lesson activities.</p> <p>There are physical hazards in the classroom, endangering student safety.</p> <p>Many students can't see or hear the teacher or the board.</p>	<p>The classroom is safe, and essential learning is accessible to most students.</p> <p>The teacher's use of physical resources, including computer technology, is moderately effective.</p> <p>Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p> <p>The physical environment is safe, and most students can see and hear.</p> <p>The physical environment is not an impediment to learning, but does not enhance it.</p>	<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Teacher makes effective use of physical resources, including computer technology.</p> <p>The classroom is safe, and all students are able to see and hear.</p> <p>The classroom is arranged to support the instructional goals and learning activities.</p>	<p>The classroom is safe, and learning is accessible to all students including those with special needs.</p> <p>Teacher makes effective use of physical resources, including computer technology.</p> <p>The teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Students contribute to the use or adaptation of the physical environment to advance learning.</p> <p>Modifications are made to the physical environment to accommodate students with special needs.</p> <p>There is total alignment between the goals of the lesson and the physical environment.</p> <p>Students take the initiative to adjust the physical environment.</p>

Domain 3: Instruction

Component 3A: Communicating with Students

Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so students know what it is that they are to do. When they present concepts and information, those presentations are made with accuracy, clarity and imagination; where appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding. And the teacher's use of language is vivid, rich, and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. Teacher presents complex concepts in ways that

provide scaffolding and access to students.

The essential elements of component 3a are:

Expectations for learning. The goals for learning are communicated clearly to students. Even if not conveyed at the outset of a lesson (for example, an inquiry lesson in science) by the end of the lesson students are clear about what they have been learning.

Directions for activities. Students are clear about what they are expected to do during a lesson, particularly if students are working independently or with classmates without direct teacher supervision. These directions for the lesson activities may be provided orally, in writing, or in some combination of the two.

Explanations of content. Skilled teachers, when explaining concepts to students, use age appropriate vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions.

Use of oral and written language. For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive.

Indicators include:

- Clarity of lesson purpose
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts
- Students understand the content
- Correct and imaginative use of language

Component 3A: Communicating with Students

Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Instructional purpose of the lesson is unclear to students and the directions and procedures are confusing.</p> <p>Teacher's explanation of the content contains major errors.</p> <p>The teacher's spoken or written language contains errors of grammar or syntax.</p> <p>Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p> <p>At no time during the lesson does the teacher convey to the students what they will be learning.</p> <p>Students indicate through their questions that they are confused as to the learning task.</p> <p>The teacher makes a serious content error that will affect students' understanding of the</p>	<p>Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p> <p>The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.</p>	<p>Instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly.</p> <p>Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the teacher invites student intellectual engagement.</p> <p>Teacher's spoken and written language is clear and correct.</p> <p>Vocabulary is appropriate to the students' ages and interests.</p> <p>Teacher states clearly, at some point during the lesson, what the students will be learning.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>Teacher's explanation of content is thorough and clear, developing conceptual understanding through scaffolding and connecting with students' interests.</p> <p>Students contribute to extending the content, and in explaining concepts to their classmates.</p> <p>Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p> <p>The teacher points out possible areas for misunderstanding.</p> <p>Teacher explains content</p>

<p>lesson.</p> <p>Students indicate through body language or questions that they don't understand the content being presented.</p> <p>Teacher's communications include errors of vocabulary or usage.</p> <p>Vocabulary is inappropriate to the age or culture of the students.</p>	<p>Teacher must clarify the learning task so students can complete it.</p> <p>The teacher makes no serious content errors, although may make a minor error.</p> <p>The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.</p> <p>Vocabulary and usage are correct but unimaginative.</p> <p>Vocabulary is too advanced or juvenile for the students.</p>	<p>If appropriate, teacher models the process to be followed in the task.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p> <p>Teacher makes minor content errors that have no negative impact on the lesson.</p> <p>Teacher's explanation of content is clear, and invites student participation and thinking.</p> <p>Vocabulary and usage are correct and completely suited to the lesson.</p> <p>Vocabulary is appropriate to the students' ages and levels of development.</p>	<p>clearly and imaginatively, using metaphors and analogies to bring content to life.</p> <p>Most students seem to understand the presentation.</p> <p>The teacher invites students to explain the content to the class, or to classmates.</p> <p>Teacher uses rich language, offering brief vocabulary lessons where appropriate.</p> <p>Teacher makes no content errors.</p>
---	--	--	--

Component 3B: Using Questioning and Discussion Techniques

Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this reflects their central importance to teachers' practice. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students.

Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. They may be based around questions formulated by the students themselves.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, in lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component.

In order for students to formulate, age appropriate, high-level questions, they must have learned how to do this. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.

The essential elements of component 3b are:

Quality of questions/prompts. Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and they provide students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This may be helpful for the purpose of establishing the facts of an historical event, for example, but they should not be confused with the use of questioning to deepen students' understanding.

Discussion techniques. Effective teachers promote learning through discussion. Some teachers report that “we discussed x” when what they mean is that “I said x.” That is, some teachers confuse discussion with explanation of content; as important as that is, it’s not discussion. Rather, in a true discussion, a teacher poses a question, and invites all students’ views to be heard, and enabling students to engage in discussion directly with one another, not always mediated by the teacher.

Student participation. In some classes a few students tend to dominate the discussion, other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion, and enlist the assistance of students to ensure this outcome.

Indicators include:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers, or multiple approaches even when there is a single correct response
- Effective use of student responses and ideas
- Discussion with the teacher stepping out of the central, mediating role
- High levels of student participation in discussion

Component 3B: Using Questioning and Discussion Techniques			
Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Teacher’s questions are of low cognitive challenge, single correct responses, and asked in rapid succession.</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <p>A few students dominate the discussion.</p> <p>Questions are rapid-fire, and convergent, with a single correct answer.</p> <p>Questions do not invite student thinking.</p> <p>All discussion is between teacher and students; students are not invited to speak directly to one another.</p>	<p>Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.</p> <p>Teacher frames some questions designed to promote student thinking, but only a few students are involved.</p> <p>The teacher invites students to respond directly to one another’s ideas, but few students respond.</p> <p>Teacher calls on many students, but only a small number actually participate in the discussion.</p>	<p>While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding.</p> <p>Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate.</p> <p>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p> <p>Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.</p> <p>The teacher makes effective use of wait time.</p> <p>The teacher builds on uses student responses to questions effectively.</p> <p>Discussions enable students to talk to one another, without age appropriate mediation by the teacher.</p> <p>The teacher calls on most students, even those who don’t initially volunteer.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition.</p> <p>Students formulate many questions, initiate topics and make unsolicited contributions.</p> <p>Students themselves ensure that all voices are heard in the discussion.</p> <p>Students initiate higher-order questions.</p> <p>Students extend the discussion, enriching it.</p> <p>Students invite comments from their classmates during a discussion.</p>

		Many students actively engage in the discussion.	
--	--	--	--

Component 3C: Engaging Students in Learning

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, there is closure to the lesson, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet, or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher, but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.

The essential elements of Component 3c are:

Activities and assignments. The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are aligned with the goals of the lesson, and require student thinking that emphasizes depth over breadth, and that may allow students to exercise some choice.

Grouping of students. How students are grouped for instruction is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.

Instructional materials and resources. The instructional materials a teacher selects to use in the classroom can have an enormous impact on students’ experience. While some teachers are obliged to use a school or district’s officially sanctioned materials, many teacher use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning, for example, the use of primary source materials in social studies.

Structure and pacing. No one whether adults or students, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Indicators include:

- Activities aligned with the goals of the lesson
- Student enthusiasm, interest, thinking, problem solving, etc.
- Learning tasks that require high-level student thinking and are aligned with lesson objectives
- Students highly motivated to work on all tasks and are persistent even when the tasks are challenging
- Students actively “working,” rather than watching while their teacher “works.”
- Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection

Component 3C: Engaging Students in Learning

Unsatisfactory	Needs Improvement	Proficient	Excellent
The learning tasks and activities, materials, resources, instructional groups and technology are	The learning tasks or prompts are partially aligned with the instructional outcomes but require only	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks,

<p>poorly aligned with the instructional outcomes, or require only rote responses.</p> <p>The pace of the lesson is too slow or rushed.</p> <p>Few students are intellectually engaged or interested.</p> <p>Learning tasks require only recall or have a single correct response or method.</p> <p>The materials used ask students only to perform rote tasks.</p> <p>Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</p> <p>Instructional materials used are unsuitable to the lesson and/or the students.</p> <p>Available technology is not being used, even if available and its use would enhance the lesson.</p>	<p>minimal thinking by students, allowing most students to be passive or merely compliant.</p> <p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and recall.</p> <p>Student engagement with the content is largely passive, learning primarily facts or procedures.</p> <p>Students have no choice in how they complete tasks.</p> <p>The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</p> <p>The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.</p> <p>The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.</p> <p>The teacher makes limited use of available technology and other resources.</p>	<p>student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p> <p>Most students are intellectually engaged in the lesson.</p> <p>Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</p> <p>Students have some choice in how they complete learning tasks.</p> <p>There is a mix of different types of groupings, suitable to the lesson objectives.</p> <p>Materials and resources support the learning goals and require intellectual engagement, as appropriate.</p> <p>The teacher makes appropriate use of available technology.</p>	<p>and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes.</p> <p>There is evidence of some student initiation of inquiry, and student contributions to the exploration of important content.</p> <p>The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding.</p> <p>Students may have some choice in how they complete tasks and may serve as resources for one another.</p> <p>Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.</p> <p>Students suggest modifications to the grouping patterns used.</p> <p>Students suggest modifications or additions to the materials being used.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p> <p>Teachers and students make extensive and imaginative use of available technology.</p>
---	--	---	--

Component 3D: Using Assessment in Instruction

Assessment of student learning plays an important role in instruction; no longer does it signal the *end* of instruction; it is now recognized to be an integral part *of* instruction. While assessment *of* learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what they intend) assessment *for* learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their finger on "the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.

Of course, a teacher's actions in monitoring student learning, while it may superficially look the same as monitoring student behavior, has a fundamentally different purpose. When a teacher is monitoring behavior, he/she is alert to students who may be passing notes, or bothering their neighbors; when teachers monitor student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning, are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships, or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding, and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance in this component.

But as important as monitoring of student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment".

The essential elements of Component 3d are:

Assessment Criteria. It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria for, for example, a clear oral presentation.

Monitoring of student learning. A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. But even after carefully planning, monitoring of student learning must be woven seamlessly into the lesson, using a variety of techniques.

Feedback to students. Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing as to how they are doing, and how their work can be improved. Valuable feedback must be timely, constructive, and substantive, and provide students the guidance they need to improve their performance.

Age appropriate student self-assessment and monitoring of progress. The culmination of student assumption of responsibility for their learning is when they monitor their own learning, and take appropriate action. Of course, they can only do this if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.

Indicators include:

- Teacher paying close attention to evidence of student understanding
- Teacher posing specifically-created questions to elicit evidence of student understanding
- Teacher circulating to monitor student learning and to offer feedback
- Student assessing their own work against established criteria
- Teacher adjusting instruction in response to evidence of student understanding (or lack of it)

Component 3D: Using Assessment in Instruction

Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality.</p> <p>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p> <p>The teacher gives no indication of what high quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Feedback is only global. The teacher does not ask students to evaluate their</p>	<p>Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students.</p> <p>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.</p> <p>Questions/prompts/assessments are rarely used to diagnose evidence of learning.</p> <p>There is little evidence that the students understand how their work will be evaluated.</p>	<p>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.</p> <p>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions/prompts/assessments are used to diagnose evidence of learning.</p> <p>Students indicate that they clearly understand the characteristics of high-quality work.</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment.</p> <p>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.</p> <p>A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning.</p> <p>Questions/prompts/assessments are used, regularly, to diagnose evidence of learning by individual students.</p> <p>There is evidence that students have helped establish the</p>

<p>own or classmates' work.</p>	<p>Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.</p> <p>Teacher requests global indications of student understanding.</p> <p>Feedback to students is not uniformly specific, not oriented towards future improvement of work.</p> <p>The teacher makes only minor attempts to engage students in self- or peer-assessment.</p> <p>The teacher's attempts to adjust the lesson are partially successful.</p>	<p>The teacher elicits evidence of student understanding during the lesson.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance for at least groups of students.</p> <p>The teacher attempts to engage students in self- or peer-assessment.</p> <p>The teacher makes adjustments to the lesson to enhance understanding by groups of students.</p>	<p>evaluation criteria.</p> <p>Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.</p> <p>Teacher makes frequent use of strategies to elicit information about individual student understanding.</p> <p>Feedback to students is specific and timely, and is provided from many sources, including verbal, written, and/or other students.</p> <p>Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</p> <p>The teacher's adjustments to the lesson are designed to assist individual students.</p>
---------------------------------	---	---	--

<p>Component 3E: Demonstrating Flexibility and Responsiveness</p>	
<p>"Flexibility and responsiveness" refer to a teacher's skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in mid-stream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go, and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will on occasion find that either a lesson is not going as they would like, or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.</p>	
<p>The essential elements of component 3e are:</p> <p>Lesson adjustment. Experienced teachers are able to make both minor and (when needed) major adjustments to a lesson, a mid-course correction. Such adjustments depend on a teacher's store of alternate instructional strategies, and the confidence to make a shift when needed.</p> <p>Response to students. Occasionally during a lesson an unexpected event will occur which presents a true "teachable moment." It is a mark of considerable teacher skill to be able to capitalize on such opportunities.</p> <p>Persistence. Committed teachers don't give up easily; when students encounter difficulty in learning (which all do at some point) these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of value and ability.</p>	
<p>Indicators include:</p> <ul style="list-style-type: none"> • Incorporation of student interests and events of the day into a lesson • Visible adjustment in the face of student lack of understanding • Teacher seizing on a "teachable moment" 	

<p>Component 3E: Demonstrating Flexibility and Responsiveness</p>			
<p>Unsatisfactory</p>	<p>Needs Improvement</p>	<p>Proficient</p>	<p>Excellent</p>

<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest.</p> <p>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p> <p>Teacher ignores indications of student boredom or lack of understanding.</p> <p>Teacher brushes aside student questions.</p> <p>Teacher makes no attempt to incorporate student interests into the lesson.</p> <p>The teacher conveys to students that when they have difficulty learning, it is their fault.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</p> <p>Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p> <p>Teacher's efforts to modify the lesson are only partially successful.</p> <p>Teacher makes hasty attempts to incorporate student questions and interests into the lesson.</p> <p>The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.</p>	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests.</p> <p>The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.</p> <p>Teacher successfully makes a minor modification to the lesson.</p> <p>Teacher incorporates students' interests and questions into the heart of the lesson.</p> <p>The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.</p>	<p>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.</p> <p>Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p> <p>Teacher successfully executes a major lesson readjustment when needed.</p> <p>Teacher seizes on a teachable moment to enhance a lesson.</p> <p>Teacher conveys to students that s/he won't consider a lesson "finished" until most students understand, and that s//he has a broad range of approaches to use.</p>
---	---	--	--

<p>Domain 4: Professional Responsibilities</p> <p>Component 4A: Reflecting on Teaching</p>
<p>Reflecting on teaching encompasses the teacher's thinking that follows any instructional event, an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions, and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity and ability to use what has been learned in future teaching is a learned skill; mentors, coaches and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.</p>
<p>The essential elements of component 4a are:</p> <p>Accuracy. As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but also teachers can provide specific examples from the lesson to support their judgments.</p> <p>Use in future teaching. In order for the potential of reflection to improve teaching to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these plans.</p>
<p>Indicators include:</p> <ul style="list-style-type: none"> • Accurate reflections on a lesson • Citations of adjustments to practice, drawing on a repertoire of strategies

Component 4A: Reflecting on Teaching			
Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.</p> <p>Teacher has no suggestions for how a lesson could be improved.</p> <p>Teacher considers the lesson but draws incorrect conclusions about its effectiveness.</p> <p>Teacher makes no suggestions for improvement.</p> <p>In reflecting on practice, the teacher does not indicate that it is important to reach all students.</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Teacher makes general suggestions about how a lesson could be improved.</p> <p>Teacher has a general sense of whether or not instructional practices were effective.</p> <p>Teacher offers general modifications for future instruction.</p> <p>In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.</p>	<p>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.</p> <p>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p> <p>Teacher accurately assesses the effectiveness of instructional activities used.</p> <p>Teacher identifies specific ways in which a lesson might be improved.</p> <p>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</p>	<p>Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</p> <p>If needed, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p> <p>Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness.</p> <p>In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.</p>

Component 4B: Maintaining Accurate Records
<p>An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. This includes student completion of assignments, student progress in learning, and records of non-instructional activities that are part of the day-to-day functions in a school setting, including such things as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital, as these records inform interactions with students and parents, and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information that is being recorded. For example, records of formal assessments may be recorded electronically, using spreadsheets and databases, allowing for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.</p>
<p>The essential elements of component 4b are:</p> <p>Student completion of assignments. Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed, but students' success in completing them.</p> <p>Student progress in learning. In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally, but must be updated frequently.</p> <p>Non-instructional records. Non-instructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples are such things as knowing which students have returned their permissions slips for a field trip, or which students have paid for their school pictures.</p>
<p>Indicators include:</p> <ul style="list-style-type: none"> • Routines and systems that track student completion of assignments • Systems of information regarding student progress against instructional outcomes • Processes of maintaining accurate non-instructional records

Component 4B: Maintaining Accurate Records			
Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>Absence of a system for either instructional or non-instructional records.</p> <p>Record-keeping systems that are in disarray so as to provide incorrect or confusing information.</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>Teacher's records for non-instructional activities are adequate, but may contain some errors.</p> <p>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.</p> <p>Teacher's process for tracking student progress is cumbersome to use.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is effective.</p> <p>Teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.</p> <p>Teacher has an efficient and effective process for recording student attainment of learning goals; how students are able to see they're progressing.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.</p> <p>When appropriate, students contribute information and participate in maintaining the records.</p> <p>Students contribute to and maintain records indicating completed and outstanding work assignments.</p> <p>When appropriate, students contribute to and maintain data files indicating their own progress in learning.</p>

Component 4C: Communicating with Families
<p>Although the ability of families to participate in their child's learning varies widely due to other family or job obligations, it is the responsibility of teachers to provide opportunities for them to both understand the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, about individual students and they invite them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys an essential caring on the part of the teacher, valued by families of students of all ages.</p>
<p>The essential elements of component 4c are:</p> <p>Information about the instructional program. Frequent information is provided to families, as appropriate, about the instructional program</p> <p>Information about individual students. Frequent information is provided to families, as appropriate, about students' individual progress.</p> <p>Engagement of families in the instructional program. Successful and frequent engagement opportunities are offered to families so they can participate in the learning activities.</p>
<p>Indicators include:</p> <ul style="list-style-type: none"> • Frequent and culturally appropriate information sent home regarding the instructional program, and student progress • Two-way communication between the teacher and families • Frequent opportunities for families to engage in the learning process

Component 4C: Communicating with Families			
Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Teacher communication with families, about the instructional program, or about individual students, is</p>	<p>School or district-created materials about the instructional program are sent home.</p>	<p>Teacher communicates and engages with families about the instructional program and conveys information</p>	<p>Teacher's communication with families is frequent and sensitive to cultural traditions, with students</p>

<p>sporadic.</p> <p>Teacher makes no attempt to engage families in the instructional program.</p> <p>Families are unaware of their children’s progress.</p> <p>Lack of family engagement activities.</p> <p>Culturally inappropriate communication.</p>	<p>Infrequent or incomplete information sent home by teachers about the instructional program.</p> <p>Teacher maintains school-required grade book but does little else to inform families about student progress.</p> <p>Teacher communications are sometimes inappropriate to families’ cultural norms.</p>	<p>about individual student progress.</p> <p>Information to families is conveyed in a culturally appropriate manner. Information about the instructional program is available on a regular basis.</p> <p>Teacher sends information about student progress home on a regular basis.</p> <p>Teacher develops activities designed to successfully engage families in their children’s learning, as appropriate.</p>	<p>contributing to the communication.</p> <p>Response to family concerns is handled with professional and cultural sensitivity.</p> <p>Teacher’s efforts to engage families in the instructional program are frequent and successful.</p> <p>When appropriate, students maintain accurate records about their individual learning progress and frequently share this information with families.</p> <p>Students contribute to regular and ongoing projects designed to engage families in the learning process.</p>
---	---	--	---

Component 4D: Participating in Professional Community

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, and recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers’ duties extend beyond the doors of their classrooms and include activities related to the entire school and/or larger district. These activities include such things as school and district curriculum committees, or engagement with the parent teacher organization. With experience, teachers assume leadership roles in these activities.

The essential elements of Component 4d are:

Relationships with colleagues. Teachers maintain a professional collegial relationship that encourages sharing, planning and working together toward improved instructional skill and student success.

Involvement in a culture of professional inquiry. Teachers contribute to and participate in a learning community that supports and respects its members’ efforts to improve practice.

Service to the school. Teachers’ efforts move beyond classroom duties by contributing to school initiatives and projects.

Participation in school and district projects. Teachers contribute to and support larger school and district projects designed to improve the professional community.

- Indicators include:
- Regular teacher participation with colleagues to share and plan for student success
 - Regular teacher participation in professional courses or communities that emphasize improving practice
 - Regular teacher participation in school initiatives
 - Regular teacher participation and support of community initiatives

Component 4D: Participating in Professional Community

Unsatisfactory	Needs Improvement	Proficient	Excellent
-----------------------	--------------------------	-------------------	------------------

<p>Teacher's relationships with colleagues are negative or self-serving.</p> <p>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>Teacher avoids becoming involved in school events or school and district projects.</p> <p>Teacher purposefully avoids contributing to activities promoting professional inquiry.</p> <p>Teacher avoids involvement in school activities and school district and community projects.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>Teacher becomes involved in the school's culture of professional inquiry when invited to do so.</p> <p>Teacher participates in school events and school and district projects when specifically asked.</p> <p>Teacher has pleasant relationship with colleagues.</p> <p>When invited, the teacher participates in activities related to professional inquiry.</p> <p>When asked, the teacher participates in school activities, and school district and community projects.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p> <p>Teacher has supportive and collaborative relationships with colleagues.</p> <p>Teacher participates in activities related to professional inquiry.</p> <p>Teacher volunteers to participate in school events and school district and community projects.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</p> <p>Teacher takes a leadership role in promoting a culture of professional inquiry.</p> <p>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.</p> <p>Teacher takes a leadership role in promoting activities related to professional inquiry.</p> <p>Teacher contributes to and leads events that positively impact school life.</p> <p>Teacher contributes to and leads significant school district and community projects.</p>
---	---	---	--

<p align="center">Component 4E: Growing and Developing Professionally</p>
<p>As in other professions, the complexity of teaching requires continued growth and development, in order to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleague through such activities as joint planning, study groups, and lesson study provide opportunities for teachers to learn from one another. These activities allow for job embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.</p>
<p>The essential elements of component 4e are:</p> <p>Enhancement of content knowledge and pedagogical skill. Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction</p> <p>Receptivity to feedback from colleagues. Teachers actively pursue networks that provide collegial support and feedback</p> <p>Service to the profession. Teachers are active in professional organizations serving to enhance their personal practice and so they can provide leadership and support to colleagues</p>
<p>Indicators include:</p> <ul style="list-style-type: none"> • Frequent teacher attendance in courses and workshops; regular academic reading • Participation in learning networks with colleagues; feedback freely shared • Participation in professional organizations supporting academic inquiry

Component 4E: Growing and Developing Professionally			
Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Teacher is not involved in any activity that might enhance knowledge or skill.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.</p> <p>Teacher finds limited ways to contribute to the profession.</p> <p>Teacher participates in professional activities when required or when provided by the school district.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.</p> <p>Teacher participates actively in assisting other educators.</p> <p>Teacher seeks regular opportunities for continued professional development.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Teacher seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Teacher initiates important activities to contribute to the profession.</p> <p>Teacher seeks regular opportunities for continued professional development, including initiating action research.</p>

Component 4F: Showing Professionalism
<p>Expert teachers demonstrate professionalism in both service to students as well as to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first, regardless of how this might challenge long-held assumptions, past practice or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of students. Professionalism is displayed in a number of ways. For example, interactions with colleagues are conducted with honesty and integrity. Student needs are known and teachers access resources to step in and provide help that may extend beyond the classroom. Teachers advocate for their students in ways that might challenge traditional views and the educational establishment, seeking greater flexibility in the ways school rules and policies are applied. Professionalism is also displayed in the ways teachers approach problem solving and decision making, with student needs in mind. Finally, teachers consistently adhere to school and district policies and procedures, but are willing to work to improve those that may be outdated or ineffective.</p>
<p>The essential elements of component 4f are:</p> <p>Integrity and ethical conduct. Teachers act with integrity and honesty.</p> <p>Service to students. Teachers put students first in all considerations of their practice.</p> <p>Advocacy. Teachers support their students' best interests, even in the face of traditional practice or beliefs.</p> <p>Decision-making. Teachers solve problems with students' needs as a priority.</p> <p>Compliance with school and district regulations. Teachers adhere to policies and procedures.</p>
<p>Indicators include:</p> <ul style="list-style-type: none"> • Teacher has a reputation as someone who can be trusted and is often sought as a sounding board • During committee or planning work, teacher frequently reminds participants that the students are the utmost priority • Teacher will support students, even in the face of difficult situations or conflicting policies • Teachers challenge existing practice in order to put students first • Teacher consistently fulfills school district mandates regarding policies and procedures

Component 4F: Showing Professionalism			
Unsatisfactory	Needs Improvement	Proficient	Excellent

<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school.</p> <p>Teacher makes decisions and recommendations based on self-serving interests.</p> <p>Teacher does not comply with school and district policies.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited though genuinely professional considerations.</p> <p>Teacher complies minimally with school and district regulations, doing just enough to get by.</p> <p>Teacher does not notice that some school practices result in poor conditions for students.</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind in team or departmental decision-making.</p> <p>Teacher complies fully with school and district policies.</p> <p>Teacher willingly participates in team and grade level decision-making.</p>	<p>Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.</p> <p>Teacher is highly proactive in serving students, seeking out resources when needed.</p> <p>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.</p> <p>Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.</p> <p>Teacher complies fully with school and district policies, taking a leadership role with colleagues.</p>
---	---	--	--

Overview

A qualified evaluator, taking into account evidence collected throughout the year during formal observations, informal observations, and conferences, will assess teacher practice. The *District #104 Framework for Teaching* will be referenced during all observations and conferences and should be used as the basis for any evidence collected.

Self-reflection and Professional Growth Plan

The evaluation cycle will begin with a teacher's self-reflection in preparation for their Beginning of Year Conference. During the Beginning of Year Conference, a teacher and an evaluator will discuss and draft between two and five professional goals for that teacher based upon the evaluator practice rubric. The teacher's goals translate into that teacher's Professional Growth Plan. The teacher and evaluator will use that Professional Growth Plan throughout the year and will specifically revisit the document during a Mid-Year Conference and an End of Year Summative Conference. Furthermore, the teacher and evaluator will participate in additional collections of evidence, including an observation cycle, in order to gauge and support that teacher's progress.

Implementation and Observation Schedule

All teachers and specialists across the district will be evaluated using the *District #104 Framework for Teaching* in school year 2014-2015. See the observation timelines for detailed information in Sections 4 and 5.

Probationary teachers will have two formal observations and at least one informal observation over the course of the evaluation cycle. Tenured teachers rated at the *Proficient* and *Excellent* levels will have at least one formal and at least one informal observation over the course of the evaluation cycle.

Formal Observations

A formal observation is an observation that is either a minimum of 45 minutes or one full class period and must incorporate the beginning, middle, and end of a lesson. A set of conferences accompanies the formal observation. This includes a pre-observation conference no more than five workdays prior to the observation and a post-observation conference within six workdays after the observation. A teacher must receive written feedback following a formal observation before or during the post-conference. The teacher and evaluator must complete any appropriate paperwork prior to any conferences.

Informal Observations

An informal observation lasts a minimum of 10 minutes and does not need to be announced. There are no conferencing requirements around informal observations, but it is expected that a post-conference will be scheduled if a teacher is "at-risk" for receiving an *Unsatisfactory* or *Needs Improvement* rating. A teacher or an evaluator may request a post-conference. A teacher must receive written feedback, within two days, of any evidence after an informal observation.

Evaluators

Any trained administrator may perform a formal or informal observation.

Conferences

In addition to pre- and post-observation conference requirements for formal observations, each teacher will have a beginning and end of year conference with the assigned evaluator. These conferences serve as a time to set professional goals, self-reflect on performance, and receive feedback on performance and progress towards goals. In addition to serving a summative purpose, conferences should be formative in nature throughout the year. During conferences, evaluators and teachers can have meaningful conversations surrounding teacher performance that will help teachers improve their practice.

Tenured teachers who have received *Proficient* and *Excellent* ratings will also have the option of requesting an End of Year Conference during the first year of the two year evaluation cycle. This conference can be either teacher or administratively driven and may be used to reflect on growth, discuss student growth/data, collect evidence in Domains 1 and 4, or address any concerns regarding summative ratings.

Mid-Year Data Reviews

Every teacher will have a mid-year data review, in which groups of teachers will be given the opportunity to meet and reflect on student performance data, each teacher's progress towards professional growth goals, and each teacher's self-reflection. The mid-year data review will be completed by the end of January. Teachers should share any necessary forms with their evaluators. Mid-year review process is as follows:

- Step 1: teacher collects data (owner is teacher)
- Step 2: teachers discuss data in groups (teacher owns action items – evaluator may be present)
- Step 3: teacher shares review with evaluator (owner is teacher)
- Step 4: evaluator uses any evidence to inform teacher practice rating (owner is evaluator and evidence is used for only Domain 4)

Evidence Collection and Scoring

Both formal and informal observations are opportunities for evaluators to collect evidence. There will be no summative rating assigned until all evidence is collected and analyzed at the end of the evaluation cycle. However, evaluators are expected to provide specific and meaningful feedback on performance following all observations.

Any evidence collected must be shared with the teacher in written feedback. Written feedback from collections of evidence 1) must be identified as either from a formal or informal observation, 2) state any evidence collected, and 3) reference the *District #104 Framework for Teaching*.

All summative reports will be discussed with the teacher during the summative, End of Year Conference and delivered to the teacher in writing. For more information on scoring using the *District #104 Framework for Teaching*, please see the scoring section of this guidebook.

Probationary summative evaluation reports will be completed prior to March 1.

Tenured summative evaluation reports will be completed no later than May 1.

Evidence Collection in Domains 1 and 4

Evaluators must collect evidence outside of the classroom to assess performance in Domains 1 and 4. Teachers should also be proactive in presenting evidence of their proficiency in these areas. Pre- and post-observation conferences can be valuable time to present and discuss additional evidence in these two domains.

Examples of evidence for Domain 1: Planning and preparation include, but are not limited to: lesson and unit plans, planned instructional materials, activities, assessments, and systems for record keeping.

Examples of evidence for Domain 4: Professional Responsibilities include, but are not limited to: documents from team planning and collaboration, call-logs or notes from parent-teacher meetings, and attendance records from professional development or school-based activities / events.

Professional Growth Plan

An important part of developing professionally is the ability to self-reflect on performance. The Professional Growth Plan is a tool for teachers to assess their own performance and set professional goals. Every teacher will have a Professional Growth Plan consisting of between two and five professional growth goals. Professional growth goals should be directly tied to areas of improvement with the *District #104 Framework for Teaching* and to local professional development opportunities.

Observation of Teacher Practice: Scoring

A final score for teacher practice will not be determined until the end of the observation cycle when all evidence has been collected, analyzed, and assessed. Evidence used for scoring may include: documentation from formal

observations, informal observations, conferencing, and any evidence the teacher has presented or the evaluator deems necessary. The evaluator should gather as much evidence as possible before making any conclusions.

The following describes the scoring process for teacher practice:

- 1) **Gather and assess evidence for each component.** At the end of the observation cycle, the assigned evaluator will assess all evidence available for a given teacher to determine component ratings in each of the 22 components using *District #104 Framework for Teaching*. The evaluator must use professional judgment to make responsible decisions using as many data points as possible gathered during the year.
- 2) **Use component ratings to establish a domain average.** Add up component ratings within a domain using the following scale for each component and each domain.
 - **Excellent = 4**
 - **Proficient = 3**
 - **Needs Improvement = 2**
 - **Unsatisfactory = 1**
- 3) **Use domain average to establish a domain rating.** Divide the total score by the number of components within a given domain using the following scale for each domain.
 - **Excellent = 3.3-4.0**
 - **Proficient = 2.5-3.2**
 - **Needs Improvement = 1.7-2.4**
 - **Unsatisfactory = 1.0-1.6**
- 4) **Use domain ratings to establish summative rating for tenured teachers starting a two-year cycle.**
 - Step 1, any one Domain Rating of Unsatisfactory yields a summative rating of Unsatisfactory
 - Step 2, after following and eliminating Step 1 above, any one Domain Rating of Needs Improvement yields a summative rating of Needs Improvement
 - Step 3, after following and eliminating Step 1 and Step 2 above, a majority of domains at Proficient yields a summative rating of Proficient
 - Step 4, after following and eliminating Step 1, Step 2, and Step 3 above, a majority of domains at Excellent yields a summative rating of Excellent
 - Step 5, after following and eliminating Step 1, Step 2, Step 3, and Step 4 above, equal number of domains at Proficient and Excellent yields a summative rating of Excellent
- 5) **Use domain ratings to establish summative rating for probationary teachers or tenured teachers who are starting a one-year cycle.**
 - Step 1, any two Domain Ratings of Unsatisfactory yields a summative rating of Unsatisfactory
 - Step 2, after following and eliminating Step 1 above, any two Domain Ratings of Needs Improvement yields a summative rating of Needs Improvement
 - Step 3, after following and eliminating Step 1 and Step 2 above, any one Domain Rating of Needs Improvement and one Domain Rating of Unsatisfactory yields a summative rating of Needs Improvement
 - Step 4, after following and eliminating Step 1, Step 2, and Step 3 above, a majority of domains at Proficient yields a summative rating of Proficient
 - Step 5, after following and eliminating Step 1, Step 2, Step 3, and Step 4 above, a majority of domains at Excellent yields a summative rating of Excellent
 - Step 6, after following and eliminating Step 1, Step 2, Step 3, Step 4, and Step 5 above, equal number of domains at Proficient and Excellent yields a summative rating of Excellent

Performance Level Descriptions

The four performance levels describe performance for each component, domain, and summative ratings. The levels describe a spectrum of practice from teachers still working to master the basic concepts of teaching to highly distinguished professionals who serve as leaders. The following represent definitions of teacher practice at each of the four levels:

- 1) **Excellent:** Master teachers who make a contribution in the field, both inside and outside of their schools. Their classrooms function as a community of learners, with students' highly engaged and accepting responsibility for their own learning.
- 2) **Proficient:** Teachers who clearly understand the concepts underlying each component and implementing them well. They are professional educators who have mastered the art of teaching while working to improve their practice.
- 3) **Needs Improvement:** Teachers who appear to understand the concepts underlying each component but may implement them inconsistently. These may be teachers early in their careers, for whom improvement is likely to occur with more experience or more experienced educators whose implementation is inconsistent.
- 4) **Unsatisfactory:** A teacher who does not yet appear to understand the concepts underlying the *District #104 Framework for Teaching* components. The performance represents teaching that is below standard, and intervention is required.

Example 1:

Component	Score	Total Score	Domain Average	Domain Rating
1a	4			
1b	3			
1c	4			
1d	3			
1e	3			
1f	4	$4+3+4+3+3+4 = 21$	$21 \div 6 = 3.5$	Excellent
2a	3			
2b	3			
2c	4			
2d	4			
2e	2	$3+3+4+4+2 = 16$	$16 \div 5 = 3.2$	Proficient
3a	3			
3b	2			
3c	2			
3d	2			
3e	3	$3+2+2+2+3 = 12$	$12 \div 5 = 2.4$	Needs Improvement
4a	1			
4b	2			
4c	1			
4d	2			
4e	1			
4f	2	$1+2+1+2+1+2 = 9$	$9 \div 6 = 1.5$	Unsatisfactory

Remediation Policies

In accordance with PERA, any tenured teacher who receives an *Unsatisfactory* or *Needs Improvement* as a summative rating must be evaluated every year. In addition, any tenured teacher receiving an *unsatisfactory* summative rating will develop a remediation plan with an evaluator, which will include appropriate professional development, in order to improve performance.

Measures of Student Learning

District #104's Teacher Evaluation Committee has not yet established a final process for determining the Measures of Student Growth portion of the summative rating. The committee will design measures of and processes for student growth during the school year 2014-2015 and will keep faculty, staff, and the public informed about key decisions as they are made.

The student growth portion of the summative evaluation will begin development during the 2014-2015 school year. This portion of the summative evaluation will not be introduced or utilized until required by law.

Self Reflection Form: The intent of this form is to help a teacher to reflect upon her/his performance in order to highlight strengths and weaknesses according to the *District #104 Framework for Teaching*. The self-assessment should be completed by the teacher prior to the Beginning of Year Conference (BYC) and discussed during this time. It should also be completed again prior to the Mid-Year Conference (MYC).

Beginning of Year Conference (BYC) Form: The BYC focuses on discussion of the teacher self-reflection as well as formation of a Professional Growth Plan (PGP). The form included in this guidebook describes the conversation and serves as an agreement between the evaluator and the teacher to hold each other mutually accountable for development.

Professional Growth Plan (PGP): Based on her/his own self-reflection, the teacher will draft professional growth goals for the year. The goals translate into a PGP. This plan is discussed and finalized during the BYC. Goals should be revisited and revised during the MYC.

Professional Development Plan (PDP): The Performance Evaluation Reform Act (PERA) of 2010 requires that tenured teachers receiving a Needs Improvement summative rating develop a professional development plan “directed to the areas that need improvement and any supports that the district will provide to address the areas identified a needing improvement.” It is therefore essential that a formal professional development plan include both a summary of areas in need of improvement and any resources a district will provide to support improvement. Tenured teachers receiving a summative rating of Unsatisfactory must be provided additional resources, including a consulting teacher, which must be included in a formal Remediation Plan. See section on Remediation Plan for additional requirements.

Formal Pre-Observation Form: The pre-observation form is designed for teachers to provide information to evaluators in advance of a formal observation. The teacher indicates any important information about the lesson as well as the class and anything else she/he wants the evaluator to know in advance. The pre-observation form is filled out in advance of and used for discussion during the Pre-Observation Conference.

Observation Log: This log confirms evaluator, peer observer (when applicable), and peer participation in a formal or informal observation. *The evaluator or peer observer should fill in all fields and ensure that the teacher confirms participation by signing (optional).*

Informal Observation Form: An evaluator or peer observer uses this form during an informal observation. Teachers must receive feedback within two working days of their informal observation.

Formal Observation Form: Teachers must receive feedback within five working days of their formal observation. This feedback may be captured in an additional form or a copy of the completed observation form, but should be shared through conversation between the evaluator and teacher when appropriate. While evidence may be collected on optional tools, teachers will receive a rubric with evidence.

Teacher Post-Observation Form: Post-observation form for teacher helps the teacher reflect on the observation. These forms must be completed in advance of the Post-Observation Conference and then discussed during the conference. Feedback from the evaluator must be provided in writing to the teacher during this conference.

Mid-Year Date Review and Mid-Year Conference: Teachers will review data and their goals mid-year with their colleagues prior to meeting with the evaluator. Then, during the MYC, evaluators and teachers discuss the mid-year self-reflection as well as progress made toward the Professional Growth Goals. Together, they should modify these goals as necessary. In addition, the evaluator may choose to use the MYC to provide initial, formative assessment of

performance on the *District #104 Framework for Teaching*. If the teacher is in danger of receiving a *Needs Improvement* or *Unsatisfactory* rating, this is the time to establish a support plan for the teacher to be followed during the second half of the year.

End of Year Conference (EYC) Forms: This form is designed to help evaluators identify the teacher’s strengths and areas of weakness. The evaluator, prior to the EYC, should complete the form. The EYC should focus on the final teacher self-assessment, progress made towards professional growth goals, identifying growth areas, and the final summative rating.

Summative Rating Form: This form is to be jointly reviewed by the teacher and evaluator during the EYC. The rating is to be based on data collected over the course of the evaluation cycle using District #104’s operating procedures as defined in this guidebook.

Observation Cycle Requirements

Beginning of Year Conference	
Before the Conference	During the Conference
Self-reflection <i>(Teacher)</i>	Professional Growth Plan <i>(Teacher and Evaluator)</i> Beginning of Year Conference Form <i>(Teacher and Evaluator)</i>

Formal Observation		
Before the Observation	During the Observation	After the Observation
Formal observation Pre-Work <i>(Teacher)</i> Formal Pre-observation form <i>(Evaluator)</i>	Professional Growth Plan <i>(Teacher and Evaluator)</i> Beginning of Year Conference Form <i>(Teacher and Evaluator)</i>	Formal Post-observation conference Pre-Work <i>(Teacher)</i> Observation Rubric <i>(Evaluator and Teacher)</i>

Informal Observation
During the Conference
Observation Log <i>(Evaluator)</i> Observation Form <i>(Evaluator)</i> Observation Rubric <i>(Evaluator)</i>

Mid-Year Data Review / Conference		
Before the Data Review	During the Data Review	After the Data Review
Self-reflection <i>(Teacher)</i> Student-data <i>(Teacher)</i>	Professional Growth Plan <i>(Teacher)</i> Action Plan <i>(Teacher)</i>	Action Plan Approval <i>(Evaluator)</i>

End of Year Conference	
Before the Conference	During the Conference
Self-reflection <i>(Teacher)</i>	Professional Growth Plan <i>(Teacher and Evaluator)</i> End of Year Conference Form <i>(Evaluator)</i> Summative Rating Form <i>(Evaluator)</i>

**Central School District #104
Job Description**

Job Title: Elementary /Junior High School Teacher
Reports To: Principal or assigned administrator
FSLA Status: Exempt

General Description

Leads and facilitates the educational growth of students and works to develop the knowledge and skills students need to successfully complete a high-quality education and contribute to their development as mature, able and responsible men and women by performing the following duties.

Essential Duties and Responsibilities include the following. Other duties may be assigned.

1. Meets and instructs assigned classes in the locations at the times designated
2. Plans a program of study that, as much as possible, meets the individual needs, interests, and abilities of the students
3. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students
4. Prepares for classes assigned, and shows written evidence of preparation upon request of the immediate supervisor
5. Encourages students to set and maintain standards of classroom behavior
6. Guides the learning process toward the achievement of curriculum goals and in-harmony with the goals-establishes clear objectives for all lessons
7. Employs a variety of instructional techniques and instrumental media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved
8. Strives to implement by instruction and action the district's philosophy of education and instructional goals and objectives
9. Assesses the accomplishments of students on a regular basis and provides progress reports as required
10. Diagnoses the learning disabilities of students on a regular basis and provided progress reports as required
11. Takes all the necessary and reasonable precautions to protect students, equipment, materials, and facilities
12. Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation
13. Assists the administration in implementing all policies and rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner
14. Makes provision for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms
15. Plans and supervises purposeful assignments for teacher aide(s) and volunteer(s) and, cooperatively with the administration, evaluates their job performance
16. Strives to maintain and improve professional competence
17. Attends staff meetings and serves on staff committees as required
18. Maintains a safe and healthful environment
19. Maintains positive public relations

Supervisory Responsibilities

This job has no supervisory responsibilities

Qualifications

To perform this job successfully, an individual must be able to perform each essential duty proficiently. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions:

1. Appropriate Illinois teacher license
2. Bachelor's degree or higher
3. Emotionally and physically able to perform duties required of assignment
4. Good command of the English language
5. Knowledge of an/or expressed interest in individualized instruction of students
6. Willing to continue training for professional growth

Language Skills

1. Ability to communicate effectively with students, parents, colleagues and administration
2. Ability to read, analyze and interpret testing and survey results

3. To respond to common inquiries or concerns from students, parents, agencies, teachers or members of the school community
4. Ability to effectively present information to administration, staff, public groups, and/or Board of Education

Other Skills and Abilities

1. Ability to establish and maintain effective working relationships with students, peers, parents, and community
2. Ability to use technology for classroom instruction, research, communication, and recordkeeping
3. Abilities to perform duties with awareness of District requirements and Board of Education Policies

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. While performing the duties of this job, the employee is regularly

required to sit, stand, walk and occasionally required to stoop, kneel, crouch or crawl. The employee must regularly be able to lift and/or move up to 25 pounds.

Professional Conduct

Employees acknowledge that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagements in acts that are contrary to District policy, unlawful activities, insubordination, or any other conduct which is seriously detrimental to Central #104.

Terms of Employment

Salary, benefits, and working conditions are provided by collective bargaining agreement between the Board of Education and Central Teachers' Association

Evaluation

The Superintendent or designee, in accordance with the School District Policy, will conduct the evaluation and assessment of performance of personnel in this position

Self-Reflection Form

Purpose: The self-reflection will serve three purposes: 1) to create a time and place for the teacher to reflect on her/his practice and assess your performance, 2) to help inform and facilitate a reflective dialogue on your performance with your evaluator, and 3) to help you identify areas for improvement and areas for growth.

Directions: Teachers will complete self-reflections prior to the Beginning, Mid-Year Data-Professional Goals Review, and End of Year Conferences. This follows a three-step process and begins with “Prompts for Reflection.” During this time, the teacher should think through these questions. No written responses are required for the prompts in Part 1, and the teacher should focus only on the most relevant questions, with the goal being to prompt thinking regarding strength and areas for growth. After reviewing the prompts, the teacher should complete Part 2 (Self-Reflection Domains) and Part 3 (Self-Reflective Narrative) with written responses. By completing this three-part reflection, the teacher is preparing for a meaningful and targeted conversation with their evaluator, where the teacher and evaluator can collaborate to establish Professional Growth Goals and reflect on growth throughout the year. This process should take no more than 15-30 minutes to prepare for each conference. NOTE: Central SD 104 uses a software program (TalentEd Perform) for these forms. Electronic versions may not appear exactly as the paper versions.

Part 1: Prompts for Reflection

Beginning of Year Prompts

1. In what areas did my students grow last year and where did they struggle, based upon state, district, or teacher created assessments?
2. What strategies can I employ to help improve student learning outcomes this school year?
3. What data, procedures, and information can I use to drive instructional choices to ensure that I meet the educational needs of all the students in my classroom?
4. What can I do make sure my support team and/or colleagues know my needs and can help guide me through tough decisions?
5. In what ways could I improve and monitor the extent to which I am being consistent enough for the students to comprehend my management expectations?
6. How can I build rapport and respectful relationships with my students to help boost their learning?
7. How do I begin to plan so that reflective cycle of inquiry (plan-teach-assess-reflect) is routinely a part of my daily practice?
8. In which areas would I like to focus my professional growth this year? What types of related activities do I think would be helpful to continuously grow and improve my instructional practice and impact on student learning?

Mid-Year Prompts:

1. Are there any new areas of focus I would like to add or amend in my growth plan? Or additional activities I would like to consider?
2. As I review my students’ data, are they making significant progress? In what area(s) are the student(s) excelling/struggling?
3. Am I differentiating instruction sufficiently to meet the instructional needs of all my students?
4. Am I providing the rigor to the assignments?
5. Are my instructional choices meaningful and relevant to my students? What changes do I need to make now to ensure success for all my students?
6. What specific skills, protocols, and tools do I need to improve my instructional effectiveness throughout the rest of the school year?

End of Year Prompts

1. Did my students make significant learning gains? What were some instructional practices that allowed my students to grow and learn this school year? And what practices did not promote growth?
2. How can I prepare/change my instructional practices for next year to drive improved student learning?
3. How can I use data more effectively to drive instruction and ensure that all of my students are successful next year?
4. What has been the area of my greatest professional learning and growth this school year? To what can I attribute to that growth?
5. In what ways should I focus my professional growth and learning for next year?

Part 2: Self-reflection – Domains: elements

Directions: Within each Domain, identify 1-3 elements from the *District #104 Framework for Teaching* rubric that are strengths **and** 1-3 elements for professional growth (this will result in at least 4 total strengths and 4 areas for growth). Use prior evaluations and other data to provide rationale as to why you selected these competencies. Record the strengths and areas for growth in the appropriate boxes.

Domain	Strength(s)	Area(s) for Growth
Domain 1 Planning and Preparation		
Domain 2 Classroom Environment		
Domain 3 Instruction		

Domain 4 Professional Responsibilities		
--	--	--

Part 3: Self-reflective – Narrative

Directions: Please respond to each of the following prompts below with written responses.

A. Prioritize. Review your areas of growth identified in Part 2: Self-reflection – Domains: elements. Reflect on your professional growth over the last year and prioritize 2-5 areas for growth that are most important for your professional growth and will yield the best outcomes for your students. These areas for growth must be aligned with the *District #104 Framework for Teaching*.

1. 2. 3. (Optional) 4. (Optional) 5. (Optional)	
---	--

B. Explanation. In 2-3 sentences, explain why you selected the areas for growth above. This rationale may include previous evaluation feedback, student data, or other data. These areas of growth will be the basis of your Professional Growth Plan.

--

C. Use in Teaching. Briefly, explain how focusing on these areas for growth will help you improve as a professional and how you will use any support inside the classroom. How will focusing on these areas impact your work as a teacher and professional?

--

Beginning of Year/Cycle Conference Form

The Beginning of Year Conference is intended as a time and evaluator to discuss professional goals for the year/cycle. The conversation should be structured around the individual teacher's goals and support needed for the upcoming year/cycle. Conversation participants should sign and fill out the bottom section of this sheet to document that the conversation occurred.

Prior to the conference:

The teacher should complete a Self-Reflection process. (Part 1: Prompts for Reflection; Part 2: Self-reflection – Domains: elements; and Part 3: Self-reflective – Narrative, which will include a draft with a minimum of two areas for growth).

The evaluator and teacher should individually review the previous year's/cycle's evaluation as a point of reference for the new year/cycle.

During the conference:

The evaluator and teacher should review the teacher's self-reflection results.

The evaluator and teacher should formalize 2-5 professional growth goals for the year using the Professional Growth Plan form.

Our signatures below confirm that we have met and established a Professional Growth Plan for the upcoming school year and will revisit the Professional Growth Plan at the Mid-Year Data Review and End of Year Conference.

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

A copy of this form as well as the agreed upon Professional Growth Plan will be kept in the teacher's evaluation file for future reference.

Professional Growth Plan

Directions: Using your Self-Reflection, relevant student learning data, evaluation feedback, previous professional learning, and prior growth plans, establish 2-5 areas of professional growth with your evaluator and list them below. These should be elements from the *District #104 Framework for Teaching*. This should be a collaborative process in which the teacher and evaluator attempt to reach consensus on these goals. However, if the teacher is at risk for receiving an “Unsatisfactory” rating, the evaluator must approve these growth goals.

Each of your goals is important, but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

Goal
1.
2.
3. (Optional)
4. (Optional)
5. (Optional)

Formal Pre-Observation Conference Form (Evaluator)

Pre-Observation Form

It is required that the teacher completes the 4-page Formal Observation Pre-work forms with Required Guiding Questions 1-8, Domains 1 and 4 evidence, and arrives prepared to discuss these questions at the pre-observation conference. The teacher and evaluator may, at either's option, include the Optional Guiding Questions 1-7. Refer to the *District #104 Framework for Teaching* Observation Rubric in preparation for the conference. The evaluator uses this form to guide the Pre-observation Conference in preparation for a Formal Observation.

The teacher should complete this form and give to the evaluating administrator at least **2 working days** prior to the Pre-Observation Conference. Both parties will use this form to direct discussion during the pre-observation conference.

Name of Teacher:	
School:	
Grade level/Subject:	
Name of Evaluator:	
Date of Pre-Observation Conference:	
Date of Scheduled Formal Observation:	
Common Core State Standard (if applicable):	
Learning Outcome(s): (1c):	

In addition to this form, the teacher will:

- Attach a copy of the lesson plan, which is to include;
- Specific strategies, methods, and/or techniques that will be used; and
- Materials and resources that will be utilized by you and/or students; and
- Process of assessment to determine the degree to which students attained the stated learning outcome(s).

Interview protocol for a Pre-Observation Conference

Required Guiding Questions	Framework Connection
1. To which part of the curriculum does the lesson relate?	1a
2. How does it “fit” in the sequence of learning for this class?	1a, 1b, 1c
3. Briefly describe the students in this class, including those with special needs.	1b
4. What do you want the students to understand?	1c, 1e
5. How will you engage students in the learning? What will you do? What will the students do? Will the students work in groups, individually, or a large group? (Provide any handouts the students will receive.)	1d, 3b, 3c

6. How will you differentiate instruction for different individuals or groups of students?	1d, 1e
7. How and when will you know whether students have learned what you intended?	1f, 3d
8. Evidence will be gathered for components in Domains 2 and 3. However, there might be specific components where additional feedback is requested. Which specific components within Domains 2 and 3 would you like the evaluator to pay special attention to during the lesson?	
Optional Guiding Questions	Framework Connection
1. How will you communicate the learning objective(s) to the students?	3a
2. What adjustments to your plan might you make if you see students struggling with concepts or skills?	3d, 3e
3. How might you provide more time and support after the lesson for students who do not learn?	3e
4. Describe your thinking in selecting the materials and resources for this lesson.	1d, 1e
5. What is your plan for grouping students during the lesson? Will they work individually, in small groups, or as a large group? What is your rationale for the grouping?	3c
6. How will you differentiate instruction for different individuals or groups of students?	1d, 1e
7. How will you provide feedback to students regarding their learning during the lesson? After the lesson?	3d

Formal Pre-Observation Form - Pre-Work (Teacher)

The teacher should complete this form and submit a copy of the lesson plan to evaluator **2 working days** prior to formal observation.

Name of Teacher:	
School:	
Grade level/Subject:	
Name of Evaluator:	
Date of Scheduled Formal Observation:	
Common Core State Standard (if applicable):	
Learning Outcome(s): (1c):	

Required Guiding Questions

Provide written responses below. The evaluator will use these questions and your responses to structure the Pre-Observation Conference.

1. To which part of the curriculum does the lesson relate?	
2. How does it “fit” in the sequence of learning for this class?	
3. Briefly describe the students in this class, including those with special needs.	
4. What do you want the students to understand?	
5. How will you engage students in the learning? What will you do? What will the students do? Will the students work in groups, individually, or a large group? (Provide any handouts the students will receive.)	
6. How will you differentiate instruction for different individuals or groups of students?	
7. How and when will you know whether students have learned what you intended?	
8. Evidence will be gathered for components in Domains 2 and 3. However, there might be specific components where additional feedback is requested. Which specific components within Domains 2 and 3 would you like the evaluator to pay special attention to during the lesson?	

Details of Domain 1: Planning and Preparation

Components and Elements	Sample Evidence (Teacher provided)	Sample Evidence (Administrator observed)
1a. Demonstrating knowledge of content and pedagogy <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy 		
1b. Demonstrating knowledge of students <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interest and cultural heritage • Knowledge of students' special needs 		
1c. Setting instructional outcomes <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse students 		
1d. Demonstrating knowledge of resources <ul style="list-style-type: none"> • Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students 		
1e. Designing coherent instruction <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 		
1f. Designing student assessments <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning 		

Details of Domain 4: Professional Responsibilities

Components and Elements	Sample Evidence (Teacher provided)	Sample Evidence (Administrator observed)
4a. Reflecting on teaching <ul style="list-style-type: none"> • Accuracy • Use in future teaching 		
4b. Maintaining accurate records <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records 		
4c. Communicating with families <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program 		
4d. Participating in professional community <ul style="list-style-type: none"> • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects 		
4e. Growing and developing professionally <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession 		
4f. Showing professionalism <ul style="list-style-type: none"> • Integrity and ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school and district regulations 		

Classroom Observation Log (Optional: Evaluator, Peer Observer)

Directions: An evaluator may use this log to keep track of all observations. This is for **evaluator's use only**, and it is optional. Evidence collected must be recorded on a separate informal or formal observation form.

Teacher: _____

School Year: _____

Type of observation (Formal or informal)	Date of Observation	Observer's Name	Observer's Signature
Formal / Informal	/ /		
Notes:			
Formal / Informal	/ /		
Notes:			
Formal / Informal	/ /		
Notes:			
Formal / Informal	/ /		
Notes:			
Formal / Informal	/ /		
Notes:			
Formal / Informal	/ /		
Notes:			
Formal / Informal	/ /		
Notes:			

--

Classroom Observation Form 1 (Evaluator, Peer Observer)

An evaluator, to collect evidence during an observation, may use this form.

Note: *It is not expected that every competency be observed during every observation. This form may be used for formal or informal observations. All data collected during an observation will add to the collection of evidence.*

Teacher: Grade/Subject: School Year:	
Domain 2: Classroom Environment	Domain 3: Instruction
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 Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness

Time	Observer Notes: Evidence of Teaching (Observed actions, statements, questions by students and/or teacher)	Domain/Component

Overall Strengths: _____

Overall areas for growth: _____

Classroom Observation Form 2 (Evaluator, Peer Observer)

Educator: _____ Evaluator: _____ Grade/Subject: __

Date of observation: _____ Start time: _____ End time: _____

Guiding Questions

- Can I identify the objective(s) (content and/or skills) students are supposed to be learning? If not, why not?
- Are the objective(s) appropriate, given the unit plan and where students are? How can I tell?
- Are all students mastering the objective(s)? How can I tell? If not, why not?
- Is time being used well?

Instructions: Sketch layout of desks in the classroom and mark student/teacher actions at the corresponding location on the chart as they occur.

Front of classroom	Back of classroom
Notes on interactions:	

Time	Fraction of students engaged				General observations
0:00	<1/2	1/2	3/4	All	

0:15	<1/2	1/2	3/4	All	
0:30	<1/2	1/2	3/4	All	

Formal Post-Observation Form - Pre-Work (Teacher)

Directions: The teacher is required to complete and submit this Post-Observation Form within 3 working days of the formal observation, in preparation for the formal post-observation conference. The questions below and teacher responses will be used to guide the post-observation conference. The evaluator will share the Observation Rubric with any evidence collected.

Name of Teacher:	
School:	
Grade level/Subject:	
Name of Observer:	
Date of Observation:	
Date of Post-Observation Conference:	

Guiding Questions for Post-Observation Conference	Framework Connection
<i>Teachers should provide brief written responses (3-5 sentences) to each question in the space below.</i>	
1. In general, how successful was your lesson? Did the students learn what you intended for them to learn? How do you know?	3d, 4a
2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?	3c, 3d, 4a
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?	2c, 2d, 4a
4. Did you depart from your plan? If so, how and why?	3e, 4a

5. Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials, and resources). To what extent were they effective?	3c, 4a
6. If you had a chance to teach this lesson again to the same group of students, what would you do differently?	3e, 4a

Additional Questions from Teacher:

Details of Domain 2: Classroom Environment

Components and Elements	Sample Evidence (Teacher observed)	Sample Evidence (Administrator observed)
<p>2a. Creating an environment of respect and rapport</p> <ul style="list-style-type: none"> • Teacher interactions with students, including both words and actions • Student interactions with other students, including both words and actions 		
<p>2b. Establishing a culture for learning</p> <ul style="list-style-type: none"> • Importance of the content and of learning • Expectations for learning and achievement • Student pride in work 		
<p>2c. Managing classroom procedures</p> <ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties 		
<p>2d. Managing student behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to student misbehavior 		
<p>2e. Organizing physical space</p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources 		

Details of Domain 3: Instruction

Components and Elements	Sample Evidence (Teacher provided)	Sample Evidence (Administrator observed)
<p>3a. Communicating with students</p> <ul style="list-style-type: none"> • Expectations for learning • Directions for activities • Explanations of content • Use of oral and written language 		
<p>3b. Using questioning and discussion techniques</p> <ul style="list-style-type: none"> • Quality of questions/prompts • Discussion techniques • Student participation 		
<p>3c. Engaging students in learning</p> <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing 		
<p>3d. Using assessment in instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Age appropriate student self-assessment and monitoring of progress 		
<p>3e. Demonstrating flexibility and responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence 		

Formal Post-Observation Conference Form (Evaluator)

The evaluator will share the *District #104 Framework for Teaching* Observation Rubric with any evidence collected.

Name of Teacher:	
School:	
Grade level/Subject:	
Name of Observer:	
Date of Observation:	
Date of Post-Observation Conference:	

Interview Protocol for Post-Observation Conference

Guiding questions:

1. In general, how successful was your lesson? Did the students learn what you intended for them to learn? How do you know?
2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
4. Did you depart from your plan? If so, how and why?
5. Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials, and resources). To what extent were they effective?
6. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

If the teacher is at risk of receiving a summative rating of “Unsatisfactory” or “Needs Improvement” check this box. With the teacher, revisit his/her professional growth plan in order to provide sufficient support.

Signatures need not indicate concurrence – merely completion of the process.

Evaluator: _____ Teacher: _____

Date: _____ Date: _____

Mid-Year Data Review (Teacher)

Name: _____ Date: _____

Please refer to the teacher’s Self Reflection and Professional Growth Plan from the Beginning of Year Conference. Teacher should come prepared for the Mid-Year Data Review by bringing any relevant student data, observation and conference feedback, and any other necessary data.

Step 1: Review student data. In groups, teachers should discuss relevant student data and reflect on areas of strength and areas for improvement. Use the template below.

Data Review	
1. Identify relevant student data to review. Consider formative assessments, summative assessments, and indicators of student growth. Bring in copies of the data as well as summaries for the team to use.	
2. Identify trends in the data. Consider the following questions: <ul style="list-style-type: none"> • How does the class do overall? • What are the students doing well on? • What concepts or skills are students struggling with? • How do sub-groups perform? Do some students perform particularly well? Are some groups of students struggling relative to others? • To what extent are students making progress towards goals? 	Strengths: Areas for Improvement:
3. Identify root causes. Consider the following questions: <ul style="list-style-type: none"> • Why are students succeeding on those areas of strength identified above? • Why are students still struggling with some concepts? • Why are certain students struggling? • What teacher actions contributed to student performance? How do you know? 	You know when you have found the root cause when 1) you have evidence to support your belief, 2) it is specific, and 3) it is within the teacher’s sphere of control. Root cause(s):
4. Create and action plan, using the template below. Create next steps you can take to improve student performance. Make sure all next steps target the root cause(s) identified above. Be sure to have an owner, or person who must complete the action item, as well as a deadline.	

Action Plan			
Next Steps:	Owner:	Due Date:	Resources Needed

Mid-Year Data Review (Teacher)

Name: _____ Date: _____

Step 2: Revisit Self Reflection. The teacher should complete the Self-Reflection Form, using the Mid-Year Prompts from the first page of Section 12. Use relevant student growth data, observation feedback, and previous evaluation feedback to guide your thinking when reflecting on strengths and areas for growth.

Step 3: Revisit Professional Growth Goals. Teacher should comment on his or her progress towards those goals, using the template below, and if necessary, make any changes. Refer to the Professional Growth Plan created at the Beginning of Year Conference, and use any relevant student data, The BYC self reflection forms, observation feedback, and previous evaluation feedback to guide your thinking on these goals.

Professional Growth Goals	Progress on Goals	Any Revisions to Goals (Optional)
1.		
2.		
3. (Optional)		
4. (Optional)		
5. (Optional)		

Teacher will submit this completed Mid-Year Data Review & Professional Goals Review to the evaluator within two weeks of the collaborative data review.

End of Year Conference Form (Evaluator)

Evaluator uses the teacher’s observation data and Professional Growth Plan to explain that teacher’s accomplishments (or strengths) and growth areas (or weaknesses). Use the strengths and weaknesses to make recommendations for improvement.

Teacher’s Name: _____ Date: _____ / _____ / _____

Strengths:	Growth Areas:	Recommendations:

Tenured Teacher Professional Development Plan (Evaluator & Teacher)

Directions: This plan must be developed within 30 school days after the completion of an evaluation resulting in a summative evaluation rating for a tenured teacher as **Needs Improvement.**)

Name:	School:	Grade:
Subject:	Date of “Needs Improvement” Evaluation:	
Areas for Improvement		
Domain:	Component:	
Strategies for Improving the Domain/Component		
1. 2. 3.		
Time Line		
Task:	Target Date:	Date of Completion:
Indicators of Progress		
1. 2. 3.		
Supports and Resources		
1. 2. 3.		
Evaluator:	Teacher:	
Date:	Date:	
Teacher successfully completed Professional Development Plan: <input type="checkbox"/> Yes, and is reinstated to “normal” evaluation cycle. <input type="checkbox"/> No, and is continuing professional development plan. <input type="checkbox"/> No, and is recommended for remediation plan.		

Signatures need not indicate concurrence – merely completion of the process.

Evaluator: _____ Teacher: _____

Date: _____ Date: _____

Summative Rating Form (Evaluator)

The evaluator should complete the Summative Rating Form prior to the End of Year Conference. The evaluator should use all evidence collected, which will include: formal observations, informal observations, conferencing, and any additional evidence the teacher has presented or the evaluator deems necessary. The evaluator should gather as much evidence as possible before making any conclusions.

The evaluator will follow the process below to complete the scoring table:

- 1) **Gather and assess evidence for each component.** At the end of the observation cycle, the assigned evaluator will assess all evidence available for a given teacher to determine component ratings in each of the 22 components using *District #104 Framework for Teaching*. The evaluator must use professional judgment to make responsible decisions using as many data points as possible gathered during the year.
- 2) **Use component ratings to establish a domain average.** Add up component ratings within a domain using the following scale for each component and each domain.
 - **Excellent = 4**
 - **Proficient = 3**
 - **Needs Improvement = 2**
 - **Unsatisfactory = 1**
- 3) **Use domain average to establish a domain rating.** Divide the total score by the number of components within a given domain using the following scale for each domain.
 - **Excellent = 3.3-4.0**
 - **Proficient = 2.5-3.2**
 - **Needs Improvement = 1.7-2.4**
 - **Unsatisfactory = 1.0-1.6**
- 4) **Use domain ratings to establish summative rating for tenured teachers starting a two-year cycle.**
 - Step 1, any one Domain Rating of Unsatisfactory yields a summative rating of Unsatisfactory
 - Step 2, after following and eliminating Step 1 above, any one Domain Rating of Needs Improvement yields a summative rating of Needs Improvement
 - Step 3, after following and eliminating Step 1 and Step 2 above, a majority of domains at Proficient yields a summative rating of Proficient
 - Step 4, after following and eliminating Step 1, Step 2, and Step 3 above, a majority of domains at Excellent yields a summative rating of Excellent
 - Step 5, after following and eliminating Step 1, Step 2, Step 3, and Step 4 above, equal number of domains at Proficient and Excellent yields a summative rating of Excellent
- 5) **Use domain ratings to establish summative rating for probationary teachers or tenured teachers who are starting a one-year cycle.**
 - Step 1, any two Domain Ratings of Unsatisfactory yields a summative rating of Unsatisfactory
 - Step 2, after following and eliminating Step 1 above, any two Domain Ratings of Needs Improvement yields a summative rating of Needs Improvement
 - Step 3, after following and eliminating Step 1 and Step 2 above, any one Domain Rating of Needs Improvement and one Domain Rating of Unsatisfactory yields a summative rating of Needs Improvement
 - Step 4, after following and eliminating Step 1, Step 2, and Step 3 above, a majority of domains at Proficient yields a summative rating of Proficient
 - Step 5, after following and eliminating Step 1, Step 2, Step 3, and Step 4 above, a majority of domains at Excellent yields a summative rating of Excellent
 - Step 6, after following and eliminating Step 1, Step 2, Step 3, Step 4, and Step 5 above, equal number of domains at Proficient and Excellent yields a summative rating of Excellent

Summative Rating Form (Evaluator)		Excellent	Proficient	Needs Improvement	Unsatisfactory
Name of Teacher: Name of Evaluator: Date of Evaluation:					
Domain 1: Planning and Preparation					
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					
Total Points				Domain Rating	
Domain Average					
Domain 2: Classroom Environment					
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					
Total Points				Domain Rating	
Domain Average					
Domain 3: Instruction					
3a. Communicating with students					
3b. Using questioning and discussion techniques					
3c. Engaging students in learning					
3d. Using assessment in instruction					
3e. Demonstrating flexibility and responsiveness					
Total Points				Domain Rating	
Domain Average					
Domain 4: Professional Responsibilities					
4a. Reflecting on teaching					
4b. Maintaining accurate records					
4c. Communicating with families					
4d. Participating in professional community					
4e. Growing and developing professionally					
4f. Showing professionalism					
Total Points				Domain Rating	
Domain Average					
Summative Rating					

Teacher's comments attached: Yes No

Additional evaluator comments attached: Yes No

Note: The signatures below verify that the report has been reviewed and that the proper process has been followed.

Evaluator: _____ Date: _____ / _____ / _____

Teacher: _____ Date: _____ / _____ / _____