

ATTACHMENT NO. X-B: Approval of Teacher Evaluation Plan 2013-2014

Potential motion: Move to approve the Teacher Evaluation Plan

Recommended action: Approve the motion.

The North Boone Teacher Evaluation System focuses on evidence collected from the four domains of teaching as set forth in *Enhancing Professional Practice: A Framework for Teaching, 2<sup>nd</sup> Edition*, by Charlotte Danielson.

The Teacher Evaluation Committee recognizes the role student growth can play in the evaluation process. Recent legislation enacted in the State of Illinois calls for student growth to be included in teacher evaluation by 2016.

This final document is based on feedback from the pilot evaluations and observations due at the end of the last school year.

2013

# North Boone CUSD 200 Evaluation System



## Section 1: Introduction and Overview

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### Introduction:

The North Boone Teacher Evaluation System focuses on evidence collected from the four domains of teaching as set forth in *Enhancing Professional Practice: A Framework for Teaching, 2<sup>nd</sup> Edition*, by Charlotte Danielson.

The Teacher Evaluation Committee recognizes the role student growth can play in the evaluation process. Recent legislation enacted in the State of Illinois calls for student growth to be included in teacher evaluation by 2016.

At this time, student growth is not part of the North Boone Teacher Evaluation System. The Teacher Evaluation Committee will re-examine the system after rules and regulations surrounding student growth are set forth by the State Board of Education.

### Purposes of Evaluation:

- Promotes student learning through the highest quality of teaching, which includes a commitment to continuous professional development, shared understanding of learning (student growth) and collective inquiry
- Develops each individual's capacity for professional contribution to the team, building and district levels
- Supports North Boone school district's culture, vision, and mission
- Supports new teacher growth through a formative process within clearly defined expectations
- Supports tenured teacher growth through a formative process that promotes collective inquiry and examination of practice
- Builds and fosters collaborative relationships among teachers and administrators
- Validates the hiring/selection process during the probationary (non-tenure) period

### Charlotte Danielson's Framework for Teaching

*Enhancing Professional Practice: A Framework for Teaching, 2<sup>nd</sup> Edition*, by Charlotte Danielson is the basis for the North Boone Evaluation System. This framework of teaching is a research-based set of components of instruction that are grounded in a constructivist view of learning and teaching. The framework is an invaluable tool to be used as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching.

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

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

The Framework for Teaching is based on the Praxis III: Classroom Performance Assessment criteria developed by Educational Testing Service, National Board for Professional Teaching Standards (NBPTS) and is compatible with INTASC standards.

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## Section 2: Evaluation Process Common Themes and Beliefs & Commitments

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### Seven Common Themes in the Framework for Teaching

#### **Equity:**

Creating a positive and respectful environment where all students feel valued will encourage open participation. This includes creating enhanced opportunities for those who have been traditionally underserved to access stimulating academic achievement. Teachers will not accept lower standards because of background or gender.

#### **Cultural Competence:**

A culture for learning is one in which the teacher has high expectations for students, believes all students have the ability to learn and demonstrates confidence in them. Students internalize the teacher's belief in them and develop respect and rapport where they can feel safe to take risks. Students' cultural background impacts their readiness to learn, patterns of interaction and their behavior in school. Awareness of and respect for these cultural differences is essential.

#### **High Expectations:**

Each student is capable of achieving high levels of learning based on his or her unique characteristics. Teachers are committed to ensuring that each student will reach his or her full individual potential. Commitment, hard work, dedication and perseverance are embedded in this concept for both students and teachers.

#### **Developmental Appropriateness:**

Students' cognitive, social and emotional development affects how they engage in learning. The teacher differentiates questions, strategies, and expected outcomes to address each individual student's level of development.

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

Teachers design learning experiences that challenge all students simultaneously at their individual levels. Embedded in these experiences is sensitivity to the student with special needs; whether the special need be intellectual, physical or emotional. Attention is given to modifications and interventions to accommodate all students.

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

Technology is a tool to support and enhance learning. It does not replace learning or learning concepts, but is vital in our efforts to engage students and staff in the development of new skills. It is the school's responsibility to provide access to a variety of technology for all students and continual professional development for staff.

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

Effective learning requires both the teacher and student to be highly engaged and invested in the endeavor. A highly effective learning environment can shift from being completely managed by the teacher to one in which both teachers and students share the responsibility for learning. Students are encouraged to suggest instructional outcomes and evaluative criteria.

## North Boone Evaluation Plan Beliefs and Commitments

Belief	Aligned Commitments
<b>North Boone Community Unit School District 200 believes that the teacher evaluation process must support...</b>	<b>In order to embed this teacher evaluation process belief into professional practice, North Boone Community Unit School District 200 commits to...</b>
<b><u>Mutual Respect and Fairness</u></b> in all aspects of the evaluation process.	<ul style="list-style-type: none"> <li>• Periodic school climate and culture checks</li> <li>• Continuous efforts toward healthy teamwork</li> <li>• Notifying teachers of who their evaluator will be, and tentative dates of pre-observation conversation, formal observation(s) and post-observation conversation in accordance with the school code.</li> </ul>
<b><u>A Positive Professional Learning Environment</u></b> with focus on continuous improvement to better ourselves as educators.	<ul style="list-style-type: none"> <li>• Providing support and collaboration for all staff with regards to professional development that occurs in-house and is job-embedded, with potential opportunities for outside training</li> </ul>
<b><u>Ongoing Cooperative Discussions</u></b> that involve all stakeholders in the development and improvement of the evaluation tool.	<ul style="list-style-type: none"> <li>• Providing periodic training and feedback on the evaluation tool for all stakeholders</li> <li>• Reconvening the evaluation committee on a periodic basis to review feedback</li> <li>• Revising the evaluation tool if necessary, based on stakeholder feedback or changes in legislation</li> </ul>
<b><u>Student Learning</u></b> as the foundation for the evaluation system, with attention given to the seven common themes.	<ul style="list-style-type: none"> <li>• Ongoing dialogue about the seven common themes in regards to student learning.</li> </ul>
<b><u>A Continuous and Reflective Process</u></b> with clearly defined common language and consistent expectations for evaluators and teachers.	<ul style="list-style-type: none"> <li>• Fostering a school culture that encourages professional dialogue among all staff using the common language of the Framework for Teaching</li> <li>• Training and evaluation of evaluators will emphasize consistency and faithful implementation of the evaluation process</li> </ul>
<b><u>Multiple Sources of Data</u></b> to ensure accuracy and consistency in the evaluation process.	<ul style="list-style-type: none"> <li>• Teachers will provide artifacts from all four domains</li> <li>• Evaluators will review artifacts provided from all four domains</li> <li>• Evaluators will provide evidence of observed teaching practices</li> </ul>
<b><u>Differentiated Procedures</u></b> to meet specific needs of tenured and non-tenured teachers.	<ul style="list-style-type: none"> <li>• Using appropriate evaluation tools and procedures Ensuring that each teacher understands which process chart will be used.</li> </ul>
<b><u>Training and Professional Development</u></b> in order to allow all staff to have a clear understanding of expectations and confidence in the consistent manner in which all evaluators will implement the evaluation process.	<ul style="list-style-type: none"> <li>• Ongoing and collaborative training in the evaluation process</li> <li>• Ongoing and collaborative training in the Framework for Teaching</li> </ul>

**Crosswalk of 2010 Illinois Professional Teaching Standards with the Danielson Framework for Teaching**

<b>Illinois Standard</b>	<b>IPTS Description of Teacher Performance – Guiding Definition</b>	<b>Danielson Framework for Teaching Components</b>
<b>#1 Teaching Diverse Students</b>	The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.	1b, 1d, 1e, 1f 2a, 2b 3a, 3c 4c
<b>#2 Content Area and Pedagogical Knowledge</b>	The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.	1a, 1b, 1c, 1d, 1e 3a, 3b 3c, 3e
<b>#3 Planning for Differentiated Instruction</b>	The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.	1a, 1b, 1c, 1d, 1e, 1f 4d
<b>#4 Learning Environment</b>	The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.	2a, 2b, 2c, 2d, 2e 3d
<b>#5 Instructional Delivery</b>	The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.	1c, 1d, 1e 3a, 3b, 3c, 3d, 3e
<b>#6 Reading, Writing, and Oral Communication</b>	The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.	1a, 1b, 1c, 1d, 1e, 1f, 3a, 3b, 3c, 3d, 3e 4d
<b>#7 Assessment</b>	The competent teacher understands and uses appropriate formative and summative assessments for determining students needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.	1b, 1f, 3d, 3e 4a, 4b, 4c, 4d
<b>#8 Collaborative Relationships</b>	The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.	1b, 1e, 1f, 3c, 3d 4a, 4b, 4c, 4d, 4e, 4f
<b>#9 Professionalism, Leadership, and Advocacy</b>	The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.	4a, 4c, 4d, 4e, 4f

## Section 3: Standards for Teachers

### Domain 1: Planning & Preparation

Component 1a: Demonstrating knowledge of content and pedagogy  
 Component 1b: Demonstrating knowledge of Students  
 Component 1c: Selecting instructional goals  
 Component 1d: Demonstrating knowledge of resources  
 Component 1e: Designing coherent instruction  
 Component 1f: Assessing student learning

### Domain 2: The Classroom Environment

Component 2a: Creating an environment of respect and rapport  
 Component 2b: Establishing a culture for learning  
 Component 2c: Managing classroom procedures  
 Component 2d: Managing student behavior  
 Component 2e: Organizing physical space

### Domain 4: Professional Responsibilities

Component 4a: Reflecting on teaching  
 Component 4b: Maintaining accurate records  
 Component 4c: Communicating with families  
 Component 4d: Contributing to the school and district  
 Component 4e: Growing and developing professionally  
 Component 4f: Showing professionalism

### Domain 3: Instruction

Component 3a: Communicating clearly and accurately  
 Component 3b: Using questioning and discussion techniques  
 Component 3c: Engaging students in learning  
 Component 3d: Providing feedback to students  
 Component 3e: Demonstrating flexibility and responsiveness

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

## Section 4: Professional Practice Levels of Performance

These levels of performance are included in this plan to support teacher self-reflection, inform and structure professional conversations between teachers and evaluators, and suggest areas for further learning. These levels contribute to a teacher's summative rating system found in Section 5.

<b>Excellent</b>	Teacher demonstrates outstanding performance across key domains including planning, instructional delivery, classroom management skills, and had a significant impact on student growth.*
<b>Proficient</b>	Teacher demonstrates competent performance across key domains including planning, instructional delivery, classroom management skills, and has a moderate impact on student growth.*
<b>Needs Improvement</b>	Teacher demonstrates inconsistent performance across key domains including planning, instructional delivery, classroom management skills, and has a minimal impact on student growth.*
<b>Unsatisfactory</b>	Teacher demonstrates unacceptable performance across key domains including planning, instructional delivery, classroom management skills, and has little or no impact on student growth.*

\*Impact on student growth will be defined as required by the State Board of Education.

## Section 5: EVALUATION SUMMATIVE RATING SYSTEM

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### OPERATING PRINCIPLES

DOMAIN: Ratings in NBCUSD 200 Evaluation Plan

- **Excellent**- *Excellent* ratings in three or more of the components of the domain, with the remaining components rated no lower than *Proficient*.
  - **Proficient**- No more than 1 component of the domain rated *Needs Improvement*, with the remaining components rated as *Proficient* or *Excellent*.
  - **Needs Improvement**- Two or more components rated *Needs Improvement*, with the remaining components rated as *Proficient* or *Excellent*.
  - **Unsatisfactory**- Any component rated as *Unsatisfactory*.
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Overall: Ratings in NBCUSD 200 Evaluation Plan

- **Excellent**- *Excellent* ratings in two or more of the domains, with the remaining domains rated as *Proficient*.
  - **Proficient**- No more than one domain rated *Excellent*, with the remaining domains rated as *Proficient*.
  - **Needs Improvement**- Any domain rated *Needs Improvement*, with the remaining domains rated as *Proficient* or *Excellent*.
  - **Unsatisfactory**- Any domain rated as *Unsatisfactory*.
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**Non-Tenured Teacher Contract Renewal** – Each non-tenured Teacher will receive a final summative rating and a recommendation for renewal or non-renewal of his/her contract.

**Tenured Teachers** are expected to maintain an overall Summative Rating of *Proficient* or *Excellent*.

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- If a Tenured Teacher receives an overall Summative Rating of *Needs Improvement*, a Professional Development Plan will be developed. See Section 13 for additional information.
  - If at any point in the evaluation cycle a Tenured Teacher exhibits evidence of *Unsatisfactory* practice, an overall Summative Evaluation may be conducted at any time during the contractual school year. An overall Summative Rating of *Unsatisfactory* will result in the development of a Remediation Plan in accordance with the law. See Section 14 for additional information.
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Please see the following page for an example  
of how domain and summative ratings are determined.

## EXAMPLES of DOMAIN and FINAL SUMMATIVE RATINGS

### DOMAIN Ratings in NBCUSD 200 Evaluation Plan

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

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

### OVERALL Ratings in NBCUSD 200 Evaluation Plan

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

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

## Section 6: ROLES OF EVALUATORS, MENTORS, and TEACHERS in EVALUATION PROCESS

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### Evaluator's Responsibilities

- Communicates with Teachers including Framework for Teaching (FfT) aligned feedback.
- Meets with Teachers to discuss expectations based on FfT, district and school goals.
- Reviews school improvement plan and Illinois School Report Card with all Teachers.
- Provides training in administering relevant standardized testing.
- Conducts informal observations and engage in reflective conversations.
- Communicates with peer mentor to align support for Teacher.
- Conducts informal and formal observation/s including pre and post conversations within specified timeframe.
- Provides ongoing feedback to Teacher regarding FfT.
- Conducts summative evaluation conversation and notify Teacher of employment status within specified timeframe.

### Peer Mentor Responsibilities (For Non-Tenured Teachers)

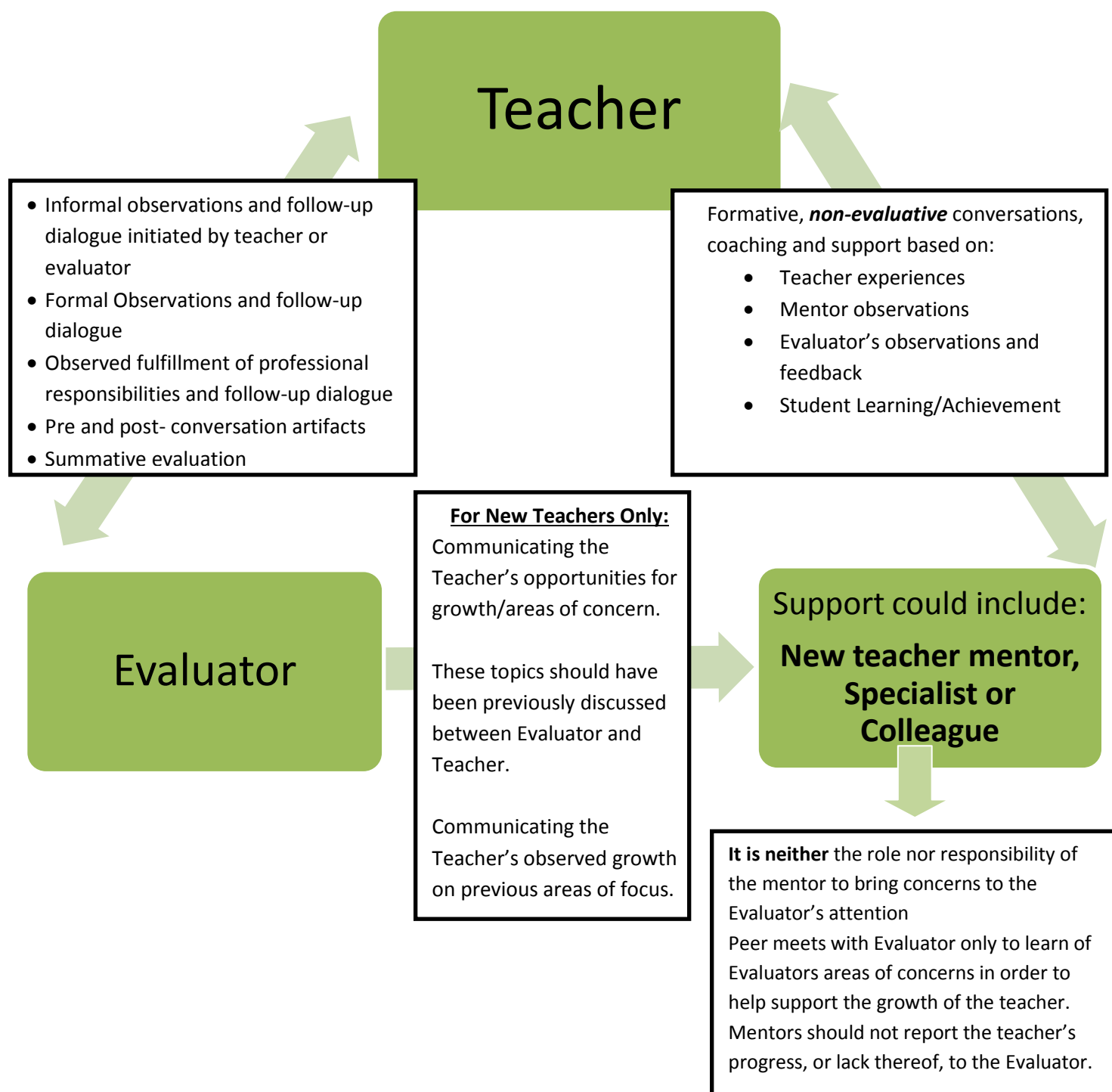
- Review building procedures, emergency, safety, and student discipline protocols.
- Review required building routines.
- Review system for grade reporting.
- Assist in the compilations of substitute plans.
- Review procedures for administering relevant standardized testing.
- Ensure that Teacher has access to all curriculum materials and technology resources.
- Assuming release time is available, conduct informal observations and provide written feedback.
- Provide professional learning support.
- Support teacher in analysis of student data.
- Support implementation of Professional Growth Plan.
- Communicate with Evaluator to align support for Teacher.

### Teacher's Responsibilities

- Understand and implement all necessary components of the FfT.
- Meet with Evaluator and peer mentor (non-tenured only) to ensure adherence to the FfT.
- Take personal responsibility for attaining Excellent or Proficient performance.
- Develop and implement an Individual Growth Plan or Professional Development Plan, as specified by the Teacher Evaluation Plan.

## Peer Mentor and Evaluator Support for the Teacher

The Peer mentor and Evaluator have a vested interest in doing everything possible to help a Teacher succeed. The graphic below outlines the responsibilities and relationships established to ensure a system of support for Teachers.



## Section 7: EVALUATION PLAN DEFINITIONS

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Best Practices – research based methods that are effective in improving student achievement. (see resource document: Examples of Sources of Evidence for FfT Domains)

Components – distinct aspects of a domain as defined by the Framework for Teaching.

Consulting Teacher – a Consulting Teacher is an educational employee as defined in the Educational Labor Relations Act, has at least five years Teacher experience, a reasonable familiarity with the assignment of the Teacher being evaluated and who received an “Excellent” rating on his/her most recent evaluation. The Consulting Teacher is selected by the Evaluator and is used for the purpose of supporting the Teacher during the Remediation Plan.

Differentiated Procedures – an Evaluation process that is responsive to variations in professional expertise, commitment, and years of experience of Teachers in North Boone CUSD 200.

Documentation – evidence/information that supports or explains a position/point of view.

Domains of Teaching – four main areas of effective teaching (planning and preparation, classroom environment, instruction, and professional responsibilities).

Effective Teaching – instructional practices that result in increased student growth, as defined in the practices outlines at the *Proficient* and *Excellent* levels of the *North Boone CUSD 200 Framework for Teaching*.

Evaluator – an administrator who participates in an in-service training on the evaluation of certified personnel provided or approved by ISBE prior to undertaking any evaluation and at least once during each certification renewal cycle. NOTE: The new Reform Act requires Evaluators to complete and pass a pre-certification Evaluator program that involves rigorous training and an independent observer’s determination of the Evaluator’s skills.

Formative – an ongoing, reflective process of observation, data collection, feedback, and conversation between Teachers and Evaluators for the purpose of improving teaching and student learning. No rating of teacher performance is recorded during the formative phase.

Framework For Teaching – the Framework consists of four components; 1.) The Four Domains, 2.) Components & Elements, 3.) The Seven Common Themes, 4.) The Four Levels of Performance.

Healthy Teamwork – professional, respectful, and collaborative partnership between all staff members at North Boone CUSD 200.

Individual Growth Plan (IGP) – for non-tenured Year 4 and for tenured Teachers rated Proficient or Excellent, a plan jointly developed by the Evaluator and Teacher, which results in the continuous improvement of student learning. The Evaluator and other professional peers shall be available to provide assistance to the Teacher in the development of a professional goal, but the responsibility for developing the steps necessary to achieve the goal shall rest with the Teacher. In the unlikely event that the Evaluator and the Teacher do not reach mutual agreement, the Evaluator shall be responsible for the establishing the goal(s).

Job Embedded – an opportunity to grow professionally within the school day at North Boone CUSD 200, e.g. colleague observations, half-day release for team collaboration.

Observation (Formal) – Observing classroom instruction is one of the most powerful practices in which Evaluators engage to improve teaching and learning. Formal observations provide valuable opportunities for the Teacher and Evaluator to discuss

the planning process, collect evidence on the Teacher's instruction and classroom environment, and dialogue with the Teacher after the observation is complete.

- Formal observations shall take place for an entire class period not to be less than 30 minutes in length. Formal observations shall be preceded by a pre-observation conversation and followed by a reflective conversation. Non-tenured Teachers will be formally observed at least two times during the school year.
- Tenured certified staff that receive an overall rating of Proficient and Excellent will be formally observed at least once within a two year Individual Growth Plan cycle, with the additional formal observations at the discretion of the Evaluator. Tenured certified staff with an overall rating of Needs Improvement will be formally observed at least once within a one year Professional Development Plan cycle.

Observation (Informal) – Informal observations provide the opportunity to reflect on the entire professional performance of a Teacher both inside and outside of the classroom. Informal observations may include professional behavior in a variety of settings and/or between a variety of individuals: students, colleagues, parents, administrators or other school staff, as well as involvement in extracurricular functions or community sponsored activities. Non-tenured teachers will be informally observed at least once during the school year.

- Informal observations provide valuable opportunities for more frequent interaction between the Evaluator and the Teacher. Evidence of teaching, aligned with the Framework for Teaching, will be collected by the Evaluator and shared in writing with the Teacher. The informal observation and reflective conversations are important job-embedded opportunities for individual professional development.
- Informal observations that are included in an evaluation are to be documented and shared with the Teacher. Examples of documentation include observation log, a written memo, e-mail, or other writing that memorializes the observation and is shared with the Teacher.

Ongoing – a continuous process.

Performance Ratings (Domain) – judgment of Teacher performance on each of the four domains based upon component ratings determined by evidence collected during informal and formal observations. According to state requirements, Teacher performance shall be rated as: *Excellent, Proficient, Needs Improvement, or Unsatisfactory*.

Performance Ratings (Summative) – overall judgment of Teacher job performance based on the ratings earned on each of the four domains. According to state requirements, Teacher performance shall be rated as: *Excellent, Proficient, Needs Improvement, or Unsatisfactory*.

Professional Development Plan (PDP) - The Performance and Evaluation Reform Act (PERA) includes the language regarding the creation of a Professional Development Plan for a Teacher in contractual continued service (tenured) who is rated "Needs Improvement." This Professional Development Plan (PDP):

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

Reflective Conversations- a professional, nonjudgmental conversation involving two or more participants that is interactive and thought provoking in nature.

Remediation Plan- The Performance and Evaluation Reform Act (PERA) includes the language regarding the development of a Remediation Plan for a Teacher in contractual continued service (tenured) who is rated “Unsatisfactory” in order to correct deficiencies cited, provided the deficiencies can be remediated. The Remediation Plan (RP):

- Is to be created within 30 days after the completion of an evaluation resulting in the “Unsatisfactory” rating.
- Provides for 90 school days of remediation within the classroom
- Provides a consulting Teacher (see definition) selected by the Evaluator who participates in developing the remediation plan
- Provides at least a mid-point and final evaluation during the remediation period with the final evaluation including a rating and any deficiencies in performance and recommendation for correction being identified
- Provides a decision within 10 days after the conclusion of the respective remediation plan (although a district does not lose jurisdiction to discharge a teacher in the event of the evaluation not being issued within 10 days); Teacher must receive a rating of Proficient or higher to be reinstated to the evaluation schedule at the end of the remediation plan. If the teacher does not receive a rating of Proficient or higher, the Teacher will be subject to dismissal.
- Provides that the evaluation process for remediation is separate and distinct from required annual evaluations and the forms may be different from district Evaluation plan forms.

Summative Evaluation- annual or biennial written evaluation of Teacher job performance based on the ratings earned on each of the four domains. Evidence from informal/formal observations Domains 2 & 3 and ongoing conversations and artifacts related to Domain 1 & 4 as well as other relevant information. Component/Domain Ratings will determine the overall Rating in accordance with District Evaluation System Operating Principles. According to state requirements, Teacher performance shall be rated as: *Excellent, Proficient, Needs Improvement or Unsatisfactory*.

Teacher- any and all school district employees regularly required to be certified under laws relating to teacher certification. Each school district develops, in cooperation with its Teachers and exclusive bargaining representatives of its Teachers, an evaluation plan for all members of the bargaining agreement.

## Section 8: Overview Of The Professional Practice Evaluation Process

Who	Year 1 & 2 Non- Tenured	Year 3 & 4 Non-tenured	Tenured – (IGP) Individual Growth Plan	Tenured- (PDP) Professional Development Plan	Tenured- Remediation Plan
	All first and second non-tenured Teachers (Sections 9 and 10)	All third and fourth non-tenured Teachers (Sections 11)	All tenured Teachers who receive an overall of proficient or excellent (Section 12)	All tenured Teachers who receive an overall rating of needs improvement (Section 13)	All tenured Teachers who receive an unsatisfactory rating (Section 14)
What	<p>Formative process focused on:</p> <ul style="list-style-type: none"> <li>clearly defined expectations as outlined in the evaluation plan and Danielson <i>Framework for Teaching</i></li> <li>Ongoing conversations based upon evidence gathered by both Teacher and Administrator (e.g. logs, Teacher reflection, lesson planning, student work, formal and informal observations)</li> <li>Identification of teaching practice areas of strength and areas of growth based upon formative feedback, Pre- and Post-Observation conversations and summative evaluation</li> </ul>	<p>Formative process focused on:</p> <ul style="list-style-type: none"> <li>Year 3- clearly defined expectations as outlined in the evaluation plan and Danielson <i>Framework for Teaching</i></li> <li>Year 4- a collaboratively developed <b>Individual Goal Plan</b> based on the Danielson <i>Framework for Teaching</i> and school/district goals and priorities</li> <li>Areas outside of the Individual Goal Plan may be addressed with educator; if necessary, a more focused plan may be developed by the Administrator for the benefit of the Teacher's professional improvement</li> <li>Ongoing conversations based on evidence gathered by both Teacher and Administrator</li> <li>Teacher driven progress monitoring data collection and reflection in collaboration with the Administrator</li> <li>Evidence of professional contributions at team, building and/or district level</li> <li>Identification of growth focus for the following year based on the Danielson <i>Framework for Teaching</i></li> </ul>	<p>Formative process focused upon:</p> <ul style="list-style-type: none"> <li>collaboratively developed Individual Goal Plan based on the Danielson <i>Framework for Teaching</i> and school/district goals and priorities</li> <li>Areas outside of the Individual Goal Plan may be addressed with the educator and if necessary, a more focused plan may be developed by the administrator for the benefit of the Teacher's professional improvement</li> <li>Ongoing conversations based on evidence gathered by both Teacher and Administrator</li> <li>Teacher driven progress monitoring data collection and reflection in collaboration with the Administration</li> <li>Evidence of growth in professional contributions at team, building and/or district level</li> <li>Identification of growth focus for the following year based on the Danielson <i>Framework for Teaching</i></li> <li>Individual Goal Plan may be developed in collaboration with other tenured staff</li> </ul>	<p>Formalized process focused upon:</p> <ul style="list-style-type: none"> <li>improving identified areas of professional practice through a Professional Development Plan based upon the Danielson <i>Framework for Teaching</i></li> <li><b>Professional Development Plan (PDP)</b> is to be created within 30 school days after the completion of an evaluation resulting in the overall rating "Needs Improvement" rating</li> <li>The PDP is developed by the Administrator in consultation with the Teacher's and takes into account the tenured Teacher's on-going professional responsibilities including his/her regular teaching assignments</li> <li>PDP includes evidence of progress/ achievement of goal as well as supports that the district will provide to address the performance areas identified as needing improvement</li> </ul>	In accordance with Chapter 105s 5/24 A-5, of the Illinois School Code
Summative Evaluation	Annual	Annual	Biennial	Annual until an overall rating of Proficient or excellent	

## Section 9: Year 1 Non-Tenured Evaluation Process Chart

EVALUATION TIMELINE FOR YEAR 1 NON-TENURED		
Time of Year	Process	Forms (See Evaluation Plan APPENDIX)
<b>Segment 1 By October 15</b>	<ul style="list-style-type: none"> <li>Complete Self-Assessment</li> <li>Evaluator and Teacher meet to discuss self assessment</li> </ul>	<ul style="list-style-type: none"> <li>Self Assessment Form p. 31-34</li> </ul>
<b>Segment 2 By mid-February</b>	<ul style="list-style-type: none"> <li>Review of the evaluation process and District Expectations of Framework for Teaching (FfT) of Year One on or before the first day student attendance</li> <li>Minimum of one Informal Observation and Reflective Conversation</li> <li>Minimum of three Formal Observations</li> <li>Component Focus (including but not limited to)               <ul style="list-style-type: none"> <li>Observation 1- 1b, 1e, 2a, 2d, 3a, 4b, 4c</li> <li>Observation 2- 1a, 1c, 2c, 2e, 3c, 3e, 4e, 4f</li> <li>Observation 3 1d, 1f, 2b, 3b, 3d, 4a, 4d</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>North Boone's Framework for Teaching p.57</li> <li>Pre-Observation Conversation Form p. 23</li> <li>Post-Observation Reflection Form p. 25</li> <li>Formative Review Documentation p. 27</li> </ul>
<b>Segment 3 Following third Formal Post-Observation Conversation and before March 1st</b>	<ul style="list-style-type: none"> <li>Summative Evaluation Conference.</li> <li>The Summative Evaluation Conference <b>may</b> be held in conjunction with the third Formal Observation post-observation Conversation</li> <li>The Teacher will complete the Self-Assessment Worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>Formative Review Documentation p. 27</li> <li>Final Summative Evaluation p.35</li> <li>Self Assessment Form p. 31-34</li> </ul>
<b>Segment 4 Between Summative Conversation and End of Year</b>	<ul style="list-style-type: none"> <li>Informal Observations and Reflective conversations as appropriate or requested</li> </ul>	North Boone's Framework for Teaching p.57

## Section 10: Years 2 &amp;3 NON-TENURED EVALUATION PROCESS CHART

**EVALUATION TIMELINE FOR YEARS 2 & 3 NON-TENURED**

ALL 22 COMPONENTS APPLY

TIME OF YEAR	PROCESS	FORMS (See Evaluation Plan APPENDIX)
<b>Segment 1</b> <b>By October 15</b>	<ul style="list-style-type: none"> <li>Complete Self-Assessment</li> <li>Evaluator and Teacher meet to discuss self assessment</li> </ul>	<ul style="list-style-type: none"> <li>Self Assessment Form p. 31-34</li> </ul>
<b>SEGMENT 2</b> <b>By mid-February</b>	<ul style="list-style-type: none"> <li>Review of evaluation process and the District Expectations of Framework for Teaching (FfT) of Year two on or before the first day of student attendance</li> <li>Informal Observation and reflective conversation</li> <li>A minimum of two Formal Observations</li> </ul>	<ul style="list-style-type: none"> <li>North Boone's Framework for Teaching p.57</li> <li>Pre-Observation Conversation Form p. 23</li> <li>Post-Observation Reflection Form p. 25</li> <li>Formative Review Documentation p. 27</li> </ul>
<b>SEGMENT 3</b> <b>Following second Formal Post-Observation Conversation and before March 1<sup>st</sup>.</b>	<ul style="list-style-type: none"> <li>Summative Evaluation Conference</li> <li>The Summative Evaluation Conference <b>may</b> be held in conjunction with the second Formal Observation post-observation Conversation.</li> <li>The Teacher will complete the Self-Assessment Worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>Formative Review Documentation p. 27</li> <li>Final Summative Evaluation p.35</li> <li>Pre-Conference Conversation Form p.26</li> <li>Post-Observation Reflection Form p. 29</li> <li>Self Assessment Form p. 31-34</li> </ul>
<b>SEGMENT 4</b> <b>Between summative Conversation and end-of-year</b>	<ul style="list-style-type: none"> <li>Informal Observations and reflective conversations as appropriate or requested</li> </ul>	<ul style="list-style-type: none"> <li>North Boone's Framework for Teaching p.57</li> </ul>

## Section 11: YEAR 4 NON-TENURED EVALUATION PROCESS CHART

## EVALUATION TIMELINE FOR YEAR 4 NON-TENURED TEACHERS

ALL 22 COMPONENTS APPLY

TIME OF YEAR	PURPOSE	FORMS (See Evaluation Plan APPENDIX)
<b>Segment 1</b> By October 15	<ul style="list-style-type: none"> <li>• Complete Self-Assessment</li> <li>• Evaluator and Teacher meet to discuss self assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Self Assessment Form p. 31-34</li> </ul>
<b>SEGMENT 2</b> By mid-March	<ul style="list-style-type: none"> <li>• Review of the District Expectations of Framework for Teaching (FfT) of the Year One</li> <li>• Informal Observations and reflective conversations</li> <li>• One Formal Observation</li> </ul>	<ul style="list-style-type: none"> <li>• North Boone's Framework for Teaching p.57</li> <li>• Pre-Observation Conversation Form p. 23</li> <li>• Post-Observation Reflection Form p. 25</li> <li>• Formative Review Documentation p. 27</li> </ul>
<b>SEGMENT 3</b> Following second Formal Post-Observation Conversation	<ul style="list-style-type: none"> <li>• Summative Evaluation Conference</li> <li>• The Summative Evaluation Conversation <b>may</b> be held in conjunction with the second Formal Observation post-observation Conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• North Boone's Framework for Teaching p.57</li> <li>• Formative Conversation/Summative Conference Form p. 31</li> <li>• Final Summative Evaluation p. 35</li> <li>• Evidence/Data Guide and Tag pp. 51-52</li> <li>• IGP Self-Assessment Worksheet p. 44-45</li> <li>• Pre-Observation Conversation Form p. 26</li> <li>• Post-Observation Reflection Form p. 25</li> </ul>
<b>SEGMENT 4</b> Between summative Conversation and end of year	<ul style="list-style-type: none"> <li>• Informal Observations and reflective conversations as appropriate or requested</li> <li>• Individual Self-Reflection using the Framework for Teaching Self-Reflection Form</li> </ul>	<ul style="list-style-type: none"> <li>• North Boone's Framework for Teaching p. 57</li> </ul>

## Section 12: PROFICIENT & EXCELLENT TENURED EVALUATION PROCESS CHART

Year 1 of 2: EVALUATION TIMELINE FOR TENURED—PROFICIENT AND EXCELLENT ALL 22 COMPONENTS APPLY TO TENURED PROCESS		
TIME OF YEAR	PROCESS	FORMS (See Evaluation Plan APPENDIX)
By September 15 <sup>th</sup>	<ul style="list-style-type: none"> <li>Teacher Self Assessment</li> <li>Draft out a SMART Goal for IGP based upon District expectations of Teaching and Proficient/Excellent of performance and submit to evaluator for approval.</li> </ul>	<ul style="list-style-type: none"> <li>North Boone's Framework for Teaching p.57</li> <li>Formative Review Documentation p. 27</li> <li>Self Assessment Form p. 31-34</li> <li>IGP SMART Goal form p.21</li> <li>Individual Goal Action Plan p.</li> </ul>
By October 1st	<ul style="list-style-type: none"> <li>Develop a draft of the 2 year IGP. If multiple teachers are implementing a shared plan, each teacher still needs to complete a separate IGP</li> <li>Submit to Evaluator for approval</li> </ul>	Same as above
By End of School Year	<ul style="list-style-type: none"> <li>A minimum of 1 informal observation including reflective feedback</li> <li>Meet to discuss IGP (optional)</li> </ul>	<ul style="list-style-type: none"> <li>Informal Evaluation Form</li> </ul>

Year 2 of 2: EVALUATION TIMELINE FOR TENURED—PROFICIENT AND EXCELLENT ALL 22 COMPONENTS APPLY TO TENURED PROCESS		
TIME OF YEAR	PROCESS	FORMS (See Evaluation Plan APPENDIX)
By September 15 <sup>th</sup>	<ul style="list-style-type: none"> <li>Teacher Self Assessment</li> <li>Update/Create SMART Goal and IGP</li> </ul>	<ul style="list-style-type: none"> <li>Framework for Teaching p. 57</li> <li>Formative Review Documentation p. 27</li> <li>Self Assessment Form p. 31-34</li> <li>IGP SMART Goal form p.21</li> <li>Individual Goal Action Plan p. 22</li> </ul>
By October 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>Submit update/new plan to Evaluator for approval</li> </ul>	Same as above
By March 15th	<ul style="list-style-type: none"> <li>A minimum of one formal observation</li> <li>Summative Evaluation Conference</li> <li>The Summative Evaluation Conversation <b>may</b> be held in conjunction with the post-Formal Observation Conversation</li> </ul>	<ul style="list-style-type: none"> <li>Pre-and Post Observation Reporting Forms</li> </ul>

## Section 13: NEEDS IMPROVEMENT TENURED EVALUATION PROCESS CHART

EVALUATION TIMELINE FOR TENURED – NEEDS IMPROVEMENT		
TIME OF YEAR	PROCESS	FORMS (See Evaluation Plan APPENDIX)
Within 30 school days of Teacher receiving an Overall Rating of Needs Improvement	<ul style="list-style-type: none"> <li>Review the Formative Conversation/Summative Conference Form to confirm Areas of Strength and Growth Opportunities</li> <li>Evaluator creates the Professional Development Plan (PDP) in consultation with the Teacher.</li> </ul>	<ul style="list-style-type: none"> <li>North Boone's Framework for Teaching p.57</li> <li>Formative Review Documentation p. 27</li> <li>Professional Development Plan p. 36-38</li> </ul>
By September 1 <sup>st</sup> of School Year	<ul style="list-style-type: none"> <li>Confirm implementation of Professional Development Plan with Teacher, Evaluator, and any Certified Staff that will be providing support for the plan; adjust Professional Development Plan as needed</li> </ul>	<ul style="list-style-type: none"> <li>Formative Conversation/Summative Conference Form p. 31</li> <li>Professional Development Plan p. 36-38</li> </ul>
By the end of Second Quarter	<ul style="list-style-type: none"> <li>Informal Observations with reflective conversations</li> <li>One Formal Observation (per Plan) Formative Evaluation Conversation</li> <li>Review Professional Progress; preview remainder of school year.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-Observation Conversation Form p. 26</li> <li>Classroom Observation Documentation Form p. 26</li> <li>Post-Observation Reflection Form p. 29</li> <li>Formative Review Documentation p. 27</li> </ul>
Third Quarter through May 1	<ul style="list-style-type: none"> <li>Informal Observations and reflective conversations</li> <li>One Formal Observation (per Plan)</li> </ul>	<ul style="list-style-type: none"> <li>Pre-Observation Conversation Form p. 26</li> <li>Classroom Observation Documentation Form p. 26</li> <li>Post-Observation Reflection Form p. 29</li> <li>Formative Review Documentation p. 27</li> </ul>
By May 15 <sup>th</sup> of the calendar year	<ul style="list-style-type: none"> <li>Summative Evaluation in accordance with the Teacher Evaluation Plan</li> <li>Next Steps:</li> <li>Overall Rating of Proficient or Excellent – Individual Growth Plan year 1</li> <li>Overall Rating of Needs Improvement – Remediation Plan</li> <li>Overall Rating of Unsatisfactory – Remediation Plan</li> </ul>	<ul style="list-style-type: none"> <li>Formative Review Documentation p. 27</li> <li>Final Summative Evaluation p. 35</li> </ul>

## Section 14: UNSATISFACTORY TENURED EVALUATION PROCESS CHART

<b>EVALUATION TIMELINE FOR TENURED – UNSATISFACTORY</b> <b>In accordance with Chapter 105s 5/24A-5, of the Illinois School Code</b>		
<b>TIME OF YEAR</b>	<b>PROCESS</b>	<b>FORMS (See Evaluation Plan APPENDIX)</b>
Within 30 school days of Teacher receiving an Overall Rating of Unsatisfactory	<ul style="list-style-type: none"> <li>Review Formative Conversation/Summative Conference Form to confirm the Area of Unsatisfactory Teaching Practice</li> <li>Develop Remediation Plan with Teacher/Specialist to address deficiencies cited, provided that the deficiencies are remediable</li> <li>Evaluator assigns a Consulting Teacher to support Remediation Plan</li> </ul>	<ul style="list-style-type: none"> <li>North Boone's Framework for Teaching p.57</li> <li>Formative Review Documentation p. 27</li> </ul>
At the beginning of the 90 day Remediation Plan	<ul style="list-style-type: none"> <li>Confirm implementation of Remediation Plan between Teacher/Specialist, Evaluator, and Consulting Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Formative Conversation/Summative Conference Form p. 31</li> </ul>
Before and After the midpoint of the Remediation Plan	<ul style="list-style-type: none"> <li>Informal Observations and reflective conversations Optional – One or more Formal Observations</li> </ul>	<ul style="list-style-type: none"> <li>Pre-Observation Conversation Form p. 26</li> <li>Post-Observation Reflection Form p. 29</li> <li>Formative Conversation/Summative Conference Form p. 31</li> </ul>
At 45 days of the Remediation Plan	<ul style="list-style-type: none"> <li>Summative Evaluation is conducted and reviewed with the Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Formative Conversation/Summative Conference Form p. 31</li> </ul>
At the conclusion of the 90 day Remediation Plan	<ul style="list-style-type: none"> <li>Summative Evaluation per the remediation plan</li> <li>Tenured Certified Next Steps</li> <li>Overall Rating of Proficient or Excellent – Individual Growth Plan through reinstatement to the district's evaluation schedule</li> <li>Overall Rating of Needs Improvement or Unsatisfactory– Recommendation for Dismissal (Section 24-12)</li> </ul>	<ul style="list-style-type: none"> <li>Formative Conversation/Summative Conference Form p. 31</li> <li>Final Summative Evaluation p. 35</li> </ul>

# **APPENDIX A:**

# **Forms**

## Individual Growth Plan SMART Goal Form

***DUE TO EVALUATOR BY Sept. 15th***

**Directions:** Choose one area of growth opportunity based upon the Danielson Framework to determine and develop an Individual Growth Plan (IGP) Goal.

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

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

**When:** Provide time frame for goal process.

**Who:** List the students or staff that will be involved in the goal.

**What:** List specific area of teaching/student learning that needs to be improved.

**Data Source:** List data tool(s) that will measure progress of goal. Data tools include rubrics, checksheets, tests, etc.

Example focused on *2d: Managing Student Behavior*: **(WHEN)** During 2011-12, **(WHO)** the 4<sup>th</sup> grade team will **(WHAT)** improve student on-task behavior through re-teaching using cool tools **(DATA SOURCE)** as measured by a 25% decrease in minors from 1<sup>st</sup> 6-week review to end of year according to the SWIS system.

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

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## Individual Growth Plan

*DUE TO EVALUATOR BY OCT 1st*

Name	Position	Duration of Plan

**INDIVIDUAL GROWTH GOAL STATEMENT:** The educator must develop an Individual Growth Goal based on Danielson's Framework for effective teaching. Write a goal statement that is specific, measurable, aligned/attainable, results-oriented, and time-bound to the two-year cycle.

Framework for Teaching Domain/Component(s) addressed:

SMART GOAL:

**ACTION PLAN:** Describe your steps to obtain the goal.

Action Step	Timeline	Evidence/Data Collection	Support Needed

Teacher Signature \_\_\_\_\_ Date: \_\_\_\_\_

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

Teacher and Evaluator retain copies.

**North Boone District 200**  
**Teacher Evaluation Plan**  
**Pre-Observation Conversation**

Teacher:

Grade Level(s):

Observer:

Subject(s):

Date:

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

- Briefly describe your students. How do you plan to teach to each student's level of understanding? **(1b, 1e, 3c)**

- How does this learning "fit" into the sequence for this class? (ex. Introducing the topic, mastering, etc) **(1a,1e)**

**Please attach a lesson plan that addresses the following: (1c, 1e, Domains 2 and 3)**

- What are your learning outcomes for the lesson?
- What do you want the students to understand?
- How will you engage students in the learning?
- What will the students do?
- How will you assess student learning and understanding?
- Provide any worksheets or other materials the students will be using.

**List any particular teaching behavior(s) or classroom management techniques you would like the evaluator to focus on during this observation. (Domains 2 and 3)**

**Please bring to the post-observation conference:**

- Student work, Grade book and any assessments that correlate to the lesson observed

## North Boone District 200 Evaluation System Post-Observation Reflective Conversation Form

Teacher:  
Grade Level(s):  
Observer:

School:  
Subject(s):  
Date:

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

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

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (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? (4a,1f)

3. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective? (Domain 3, 4a,1e)

4. If you had a chance to teach this lesson again to the same group of students, what would you do differently? (4a)

5. Professional information: Please indicate what you do beyond your teaching position to benefit the school; i.e.: coaching, moderating, ticket taking, etc. Please indicate any classes, workshops, conferences, etc. you have attended since your last formative observation. Finally, please list any professional organizations you belong to. (4d, 4e)

**Please bring to the post-observation conference:**

- **Student work, Grade book and any assessments that correlate to the lesson observed**

## Formative Review Documentation (For Evaluator Use)

Draft Due during post observation conference. Final copy due the 10 days of the observation process.

Teacher Name:

Date:

Evaluator:

Domain 1 – Planning and Preparation						Domain 2 – Classroom Environment					
Components	U	NI	P	E	NO	Components	U	NI	P	E	NO
1a: Demonstrating Knowledge of Content and Pedagogy						2a: Creating Environment of Respect and Rapport					
1b: Demonstrating Knowledge of Students						2b: Establishing a Culture for Learning					
1c: Setting Instructional Outcomes						2c: Managing Classroom Procedures					
1d: Demonstrating Knowledge of Resources						2d: Managing Student Behavior					
1e: Designing Coherent Instruction						2e: Organizing Physical Space					
1f: Designing Student Assessment											
Domain 4 – Professional Responsibilities						Domain 3 - Instruction					
Components	U	NI	P	E	NO	Components	U	NI	P	E	NO
4a: Reflecting on Teaching						3a: Communicating with Students					
4b: Maintaining Accurate Records						3b: Using Questioning and Discussion Techniques					
4c: Communicating with Families						3c: Engaging Students in Learning					
4d: Participating in a Professional Community						3d: Using Assessments in Instruction					
4e: Growing and Developing Professionally						3e: Demonstrating Flexibility and Responsiveness					
4f: Showing Professionalism											

- If component is not observed during the formal observation evaluator can note not observed (NO)

Commendations:

Suggestions:

Concerns:

Teacher Comments:

\_\_\_\_\_  
Teacher Signature      Date

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

## Classroom Walkthroughs / Informal Observation

An informal observation/ classroom walkthrough is a:

- Tool to inform evaluation that provides the opportunity to gather evidence of instruction over a series of short classroom visits;
- Process for giving targeted evidenced-based feedback to teachers; and
- Means for principals to visit classrooms more frequently and more purposefully.

An informal observation/ classroom walkthrough is not a(n):

- Formal observation;
- “Gotcha” opportunity for supervisors or evaluators;
- Isolated event; or
- Shortcut to the observation protocol required as part of the teacher evaluation process.

Classroom walkthroughs/informal observations, as part of the teacher evaluation process, may be general in nature, or focused on specific aspects of the teacher performance. Summary data collected along with evidence documented through formal observation will come together to inform the teachers’ summative performance rating: Unsatisfactory, Need improvement, Proficient, Excellent

## Guidelines for Informal Classroom Observations

### Informally Observe All Teachers

All teachers benefit from informal classroom observations. Informal observations should last from 15 to 20 minutes; therefore, conduct only as many observations in a day as you can follow up with on either the same or next day. Teachers need and deserve some type of immediate feedback.

### Informally Observe As Often As You Can

The principal’s presence in the classroom sends a positive message to teachers: *the principal cares*. Including informal classroom observation as a school-wide initiative requires consistency and frequency. Find times in the day to observe teachers at varying times of the day: *for most teachers, what occurs in the morning is much different than what occurs in the afternoon*.

### Focusing on One or Two Areas

Although there may be no predetermined focus established (because of no pre-conference), find a focus based on the instruction, events or discussions that are occurring in the classroom. A focus may also occur based upon past conferences and the need for follow up observations.

## INFORMAL OBSERVATION FORM

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

Grade: \_\_\_\_\_

Subject: \_\_\_\_\_

Date: OT

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

Time Walkthrough Begins: \_\_\_\_\_ Time Walkthrough Ends: \_\_\_\_\_

Directions: This form serves as a record of an informal walkthrough by the teacher's evaluator. **The evaluator will likely NOT observe all of the teaching elements listed below in any one informal observation.** This record, along with records of additional observations, **will be used** to inform the summative evaluation of the teacher.

What were the students doing?

What was the teacher doing?

What I observed today included:

<input type="checkbox"/> Instruction is developmentally appropriate	<input type="checkbox"/> Active teaching and learning
<input type="checkbox"/> Learning outcomes and goals are clearly communicated to students	<input type="checkbox"/> Classroom environment is safe and conducive to learning
<input type="checkbox"/> Varied instructional tools and strategies reflect student needs and learning objectives (Differentiated Instruction)	<input type="checkbox"/> Multiple methods of assessment of student learning help guide instruction
<input type="checkbox"/> Content presented is accurate and appropriate	<input type="checkbox"/> Instructional time is used effectively
<input type="checkbox"/> Teacher connects lessons to real life applications	<input type="checkbox"/> Questions are posed that promote higher order thinking
<input type="checkbox"/> Instruction and activities are accessible and challenging	<input type="checkbox"/> Teacher provides students with positive, timely and responsive feedback
<input type="checkbox"/> Other	<input type="checkbox"/> Other

EVALUATOR SUMMARY COMMENTS:

QUESTIONS TO PONDER:

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

Teacher Signature/Date: \_\_\_\_\_

## Self Assessment/Formative Conversation/Summative Conference Form

### Domain 1: Planning and Preparation

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<b>1a: Demonstrating Knowledge of Content and Pedagogy</b>	Teacher displays little understanding of the subject or structure of the discipline, or of content-related pedagogy.	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.	Teacher's knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<b>1b: Demonstrating Knowledge of Students</b>	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests, and does not use such information in planning.	Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests, and attempts to use this knowledge in planning for the class as a whole.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for groups of students.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning.
<b>1c: Selecting Instructional Goals</b>	Teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Teacher's goals are of moderate value or suitability for students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals reflect high level learning related to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment.
<b>1d: Demonstrating Knowledge of Resources</b>	Teacher is unaware of school or district resources available either for teaching or for students who need them.	Teacher displays limited knowledge of school or district resources available either for teaching or for students who need them.	Teacher is fully aware of school and district resources available for teaching, and knows how to gain access to school and district resources for students who need them.	Teacher seeks out resources for teaching in professional organizations and in the community, and is aware of resources available for students who need them, in the school, the district, and the larger community.
<b>1e: Designing Coherent Instruction</b>	The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning, and the lesson or unit has no defined structure.	Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.
<b>1f: Assessing Student Learning</b>	Teacher's approach to assessing student learning contains no clear criteria or standards, and lacks congruence with the instructional goals. Teacher has no plans to use assessment results in designing future instruction.	Teacher's plan for student assessment is partially aligned with the instructional goals and includes criteria and standards that are not entirely clear or understood by students. Teacher uses the assessment to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional goals at least nominally, with clear assessment criteria and standards that have been communicated to students. Teacher uses the assessment to plan for groups of students or individuals.	Teacher's plan for student assessment is fully aligned with the instructional goals, containing clear assessment criteria and standards that are not only understood by students, but also show evidence of student participation in their development. Teacher's students monitor their own progress in achieving the goals.

Strengths:

Areas to Strengthen:

## Domain 2: The Classroom Environment

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<b>2a: Creating an Environment of Respect and Rapport</b>	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, put-downs, or conflict.	Classroom interactions are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class.
<b>2b: Establishing a Culture for Learning</b>	The classroom does not represent a culture of learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by”.	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement and student pride in work.	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject.
<b>2c: Managing Classroom Procedures</b>	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established, but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
<b>2d: Managing Student Behavior</b>	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student behavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher’s monitoring of student behavior is subtle and preventive, and teacher’s response to student misbehavior is sensitive to individual student needs.
<b>2e: Organizing Physical Space</b>	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher’s classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher’s classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher’s classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Strengths:

Areas to Strengthen:

## Domain 3: Instruction \*Distinguished and Excellent are interchangeable terms

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<b>3a: Communicating Clearly and Accurately</b>	Teacher's oral and written communication contains errors or is unclear or inappropriate to students.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.
<b>3b: Using Questioning and Discussion Techniques</b>	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
<b>3c: Engaging Students in Learning</b>	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
<b>3d: Providing Feedback to Students</b>	Teacher's feedback to students is of poor quality and is not given in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
<b>3e: Demonstrating Flexibility and Responsiveness</b>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson, and seeks to ensure the success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments of necessary, and persists in ensuring the success of all students.

Strengths:

Areas to Strengthen:

## Domain 4: Professional Responsibilities \*Distinguished and Excellent are interchangeable terms

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<b>4a: Reflecting on Teaching</b>	Teacher does not reflect accurately on the lesson or propose ideas as to how it might be improved.	Teacher's reflection on the lesson is generally accurate, and teacher makes global suggestions as to how it might be improved.	Teacher reflects accurately on the lesson, citing general characteristics and makes some specific suggestions about how it might be improved.	Teacher's reflection on the lesson is highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies.
<b>4b: Maintaining Accurate Records</b>	Teacher has no system for maintaining accurate records, resulting in errors and confusion.	Teacher's system for maintaining accurate records is rudimentary and only partially effective.	Teacher's system for maintaining accurate records is efficient and effective.	Teacher's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance.
<b>4c: Communicating with Families</b>	Teacher provides little or no information to families and makes no attempt to engage them in the instructional program.	Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program.	Teacher communicates frequently with families and successfully engages them in the instructional program.	Teacher communicates frequently and sensitively with families and successfully engages them in the instructional program; students participate in communicating with families.
<b>4d: Contributing to the School and District</b>	Teacher's relationships with colleagues are negative or self-serving, and teacher avoids being involved in school and district projects.	Teacher's relationships with colleagues are cordial, and teacher participates in school and district events and projects when specifically requested.	Teacher participates actively in school and district projects, and maintains positive relationships with colleagues.	Teacher makes a substantial contribution to school and district events and projects, assuming leadership with colleagues.
<b>4e: Growing and Developing Professionally</b>	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	Teacher's participation in professional development activities is limited to those that are convenient.	Teacher participates actively in professional development activities and contributes to the profession.	Teacher makes a substantial contribution to the profession through such activities as action research and mentoring new teachers, and actively pursues professional development.
<b>4f: Showing Professionalism</b>	Teacher's sense of professionalism is low, and teacher contributes to practices that are self-serving or harmful to students.	Teacher's attempts to serve students based on the best information are genuine, but inconsistent.	Teacher makes genuine and successful efforts to ensure that all students are well served by the school.	Teacher assumes a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.

Strengths:

Areas to Strengthen:

Date:

Evaluator:

Date

\* Teacher and evaluator signatures are required. The teacher's signature indicates that the teacher has seen the completed evaluation form but does not imply agreement with the evaluation conclusion.

## Guide for Creating a Professional Development Plan for a Tenured Teacher Rated “Needs Improvement”

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

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

- is to be created within 30 days after the completion of an evaluation resulting in the “Needs Improvement” rating
- is to be developed by the Evaluator in consultation with the Teacher and will take into account the tenured Teacher’s on-going professional responsibilities including his/her regular teaching assignments
- is to be directed to the areas that need improvement and include supports that the district will provide to address the performance areas identified as needing improvement

After development of the PDP, the Teacher and Evaluator will collaborate to determine the target completion date.

Tenured Teachers must be evaluated at least once in the school year following the Professional Development Plan. Teachers who are rated “Proficient” or “Excellent” at that time will be reinstated to the Tenured Teacher Evaluation Process for Proficient and Excellent Individual Growth Plan.

For tenured Teachers who are evaluated less than “Proficient” at the completion of the PDP, the school district will start a remediation plan under the provisions of Illinois School Code 105 ILCS 5/24A-5.

### **PDP Components**

- o **Areas of Improvement:** List each domain rated needs improvement on a separate form
- o **Rationale for Area of Improvement:** Evidence from observations that show an area needing improvement
- o **Domain/ Component:** List the domain and/or component rated needs improvement
- o **Indicators for Effective Teaching:** Find examples in the Sources of Evidence for FfT packet of domain/component rated needs improvement that will show or produce evidence of effective teaching.
- o **Improvement Strategies:** Provide strategies the teacher can use to show improvement in needed domain/component
- o **Tasks to Complete:** Specific tasks the Teacher will complete that will improve the domain/component
- o **Support and Resources:** List of supports and resources the Teacher can use to improve, e.g. workshops, observe colleagues, ask a specialist, books/journals
- o **Indicators of Progress:** How the teacher will show progress towards proficient/excellent in domain/component through informal observation, data, evidence, etc.

## North Boone District 200 Professional Development Plan

Name: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date\* of PDP: \_\_\_\_\_

\*to be completed within 30 days of summative evaluation

Use a separate sheet for each domain identified as an Area of Needs Improvement.

Areas of Improvement:		Rationale for Area(s) of Improvement:		
Domain/Component:	Indicators for Effective Teaching ( <i>refer to Sources of Evidence for Framework for Teaching</i> ):			
Improvement Strategies:	Tasks to complete:	Supports and Resources:	Target Completion Date	Date of Completion

Domain/Component:	Indicators of Progress:

Evaluator Comments:	
------------------------	--

Evaluator:		Teacher:	
Date:		Date:	

\*Signatures above indicate the plan was developed by the Evaluator in consultation with the Teacher.

### Professional Development Plan Summary

Name: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date of PDP: \_\_\_\_\_

Improvement Area 1	Domain ____ Component ____		
Completed? Yes <input type="checkbox"/> No <input type="checkbox"/> Date: _____			
Improvement Area 2 (if indicated)	Domain ____ Component ____		
Completed? Yes <input type="checkbox"/> No <input type="checkbox"/> Date: _____			
Improvement Area 3 (if indicated)	Domain ____ Component ____		
Completed? Yes <input type="checkbox"/> No <input type="checkbox"/> Date: _____			

NEXT STEPS:

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Teacher completion of Professional Development Plan: YES \_\_\_\_\_ NO \_\_\_\_\_

\*The Teacher's signature does not necessarily indicate agreement with the contents, but does acknowledge that the evaluation meeting occurred and that the Teacher received a copy of this Professional Development Plan Summary.

Evaluator:		Teacher:	
Date:		Date:	

## North Boone School District 200 Framework for Teaching

<p style="text-align: center;"><b><u>Domain 1 - Planning and Preparation</u></b> <b><u>(Conversation Components)</u></b></p> <p><b>1a: Demonstrating Knowledge of Content and Pedagogy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Knowledge of content and the structure of the discipline</li> <li><input type="checkbox"/> Knowledge of prerequisite relationships</li> <li><input type="checkbox"/> Knowledge of content-related pedagogy</li> </ul> <p><b>1b: Demonstrating Knowledge of Students</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Knowledge of child and adolescent development</li> <li><input type="checkbox"/> Knowledge of the learning process</li> <li><input type="checkbox"/> Knowledge of students' skills, knowledge, and language proficiency</li> <li><input type="checkbox"/> Knowledge of students' interests and cultural heritage</li> <li><input type="checkbox"/> Knowledge of students' special needs</li> </ul> <p><b>1c: Setting Instructional Outcomes</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Value, sequence, and alignment</li> <li><input type="checkbox"/> Clarity</li> <li><input type="checkbox"/> Balance</li> <li><input type="checkbox"/> Suitability for diverse learners</li> </ul> <p><b>1d: Demonstrating Knowledge of Resources</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Resources for classroom use</li> <li><input type="checkbox"/> Resources to extend content knowledge and pedagogy</li> <li><input type="checkbox"/> Resources for students</li> </ul> <p><b>1e: Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning activities</li> <li><input type="checkbox"/> Instructional materials and resources</li> <li><input type="checkbox"/> Instructional groups</li> <li><input type="checkbox"/> Lesson and unit structure</li> </ul> <p><b>1f: Designing Student Assessments</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Congruence with instructional outcomes</li> <li><input type="checkbox"/> Criteria and standards</li> </ul>	<p style="text-align: center;"><b><u>Domain 2 – Classroom Environment</u></b> <b><u>(Observable Components)</u></b></p> <p><b>2a: Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher interaction with students</li> <li><input type="checkbox"/> Student interactions with other students</li> </ul> <p><b>2b: Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Importance of the content</li> <li><input type="checkbox"/> Expectations for learning and achievement</li> <li><input type="checkbox"/> Student pride in work</li> </ul> <p><b>2c: Managing Classroom Procedures</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Management of instructional groups</li> <li><input type="checkbox"/> Management of transitions</li> <li><input type="checkbox"/> Management of materials and supplies</li> <li><input type="checkbox"/> Performance of non-instructional duties</li> <li><input type="checkbox"/> Supervision of volunteers and paraprofessionals</li> </ul> <p><b>2d: Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Expectations</li> <li><input type="checkbox"/> Monitoring of student behavior</li> <li><input type="checkbox"/> Response to student misbehavior</li> </ul> <p><b>2e: Organizing Physical Space</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Safety and accessibility</li> <li><input type="checkbox"/> Arrangement of furniture and use of physical resources</li> </ul>
<p style="text-align: center;"><b><u>Domain 4 – Professional Responsibilities</u></b> <b><u>(Conversation Components)</u></b></p> <p><b>4a: Reflecting on Teaching</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accuracy</li> <li><input type="checkbox"/> Use in future teaching</li> </ul> <p><b>4b: Maintaining Accurate Records</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student completion of assignments</li> <li><input type="checkbox"/> Student progress in learning</li> <li><input type="checkbox"/> Non-instructional records</li> </ul> <p><b>4c: Communicating with Families</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Information about the instructional program</li> <li><input type="checkbox"/> Information about individual students</li> <li><input type="checkbox"/> Engagement of families in the instructional program</li> </ul> <p><b>4d: Participating in a Professional Community</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Relationships with colleagues</li> <li><input type="checkbox"/> Involvement in a culture of professional inquiry</li> <li><input type="checkbox"/> Service to the school</li> <li><input type="checkbox"/> Participation in school and district projects</li> </ul> <p><b>4e: Growing and Developing Professionally</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Enhancement of content knowledge and pedagogical skills</li> <li><input type="checkbox"/> Receptivity to feedback from colleagues</li> <li><input type="checkbox"/> Service to the profession</li> </ul> <p><b>4f: Showing Professionalism</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Integrity and ethical conduct</li> <li><input type="checkbox"/> Service to students</li> <li><input type="checkbox"/> Advocacy</li> <li><input type="checkbox"/> Decision making</li> <li><input type="checkbox"/> Compliance with school and district regulations</li> </ul>	<p style="text-align: center;"><b><u>Domain 3 – Instruction</u></b> <b><u>(Observable Components)</u></b></p> <p><b>3a: Communicating with Students</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Expectations for learning</li> <li><input type="checkbox"/> Directions and procedures</li> <li><input type="checkbox"/> Explanations of content</li> <li><input type="checkbox"/> Use of oral and written language</li> </ul> <p><b>3b: Using Questioning and Discussion Techniques</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quality of questions</li> <li><input type="checkbox"/> Discussion techniques</li> <li><input type="checkbox"/> Student participation</li> </ul> <p><b>3c: Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Activities and assignments</li> <li><input type="checkbox"/> Instructional materials and resources</li> <li><input type="checkbox"/> Grouping of students</li> <li><input type="checkbox"/> Structure and pacing</li> </ul> <p><b>3d: Using Assessment in Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment criteria</li> <li><input type="checkbox"/> Monitoring of student learning</li> <li><input type="checkbox"/> Feedback to students</li> <li><input type="checkbox"/> Student self-assessment and monitoring of progress</li> </ul> <p><b>3e: Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson adjustment</li> <li><input type="checkbox"/> Response to students</li> <li><input type="checkbox"/> Persistence</li> </ul>

# APPENDIX B:

# Non-Teaching

# Certified Staff

# Evaluation

# Documents

## School Counselors Rationale and Explanation

School counselors work with other educators to ensure student success. They address students' emotional needs and design approaches to help students chart a course for their lives and careers beyond school. School counselors may work from a separate office or counseling center, or they may take their program into classrooms for sessions with entire classes. Most school counselors combine the two settings, selecting an approach that is appropriate to the school's schedule and student needs. School counselors are advocates for the appropriate level of instruction for students, and they engage in interventions designed to support student growth and the achievement of goals. These interventions are accomplished with students individually as well as in smallgroup and whole-class settings, and consist of both proactive and responsive services. Proactive guidance services are often referred to as development guidance, in which counselors offer a curriculum of classroom presentations based upon the known developmental needs of children of the particular age group. Responsive services, on the other hand, emerge from issues that appear either in individual students (such as a school phobia) or within the school culture as a whole (for example, when a member of a class dies suddenly).

School counselors' responsibilities include individual post-secondary planning; helping students determine their strengths and optimal courses of action; working at several levels of responsibility; serving as a resource to individual students, teachers, parents, and guardians, and the school as a whole. They counsel individual students regarding such matters as excessive tardiness or behavior problems and help them design an appropriate academic program. They collaborate with teachers, administrators, and other school staff. Guidance counselors regularly confer with parents/guardians about any number of issues that affect student learning, typically including issues related to behavior and emotions.

The Domains and Components of a school counselor's responsibilities are as follows:

### School Counselor Domain 1: Planning and Preparation

*Demonstrating knowledge of district curriculum and school programming*

*Demonstrating knowledge of students*

*Demonstrating knowledge and use of developmentally appropriate counseling techniques*

*Demonstrating knowledge of and access to resources*

*Assessing student learning*

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>1a: Demonstrating knowledge of District curriculum &amp; school programming</i>	Displays minimal Understanding and application of the district's curriculum and the school's guidance programming.	Displays adequate understanding and application of the district's curriculum and the school's guidance programming.	Demonstrates solid understanding and application of the district's curriculum and the school's guidance programming.	Demonstrates extensive knowledge and application of the district's curriculum and the school's guidance programming. Shows evidence of a continuing search for improvement.
<i>1b: Demonstrating knowledge of students (How well do you know your students)</i>	Makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests and does not use such information in communicating with or about the student.	Demonstrates partial knowledge of students' background skills, and interests and attempts to use this knowledge in communicating with or about the student.	Demonstrates solid knowledge of students' backgrounds, skills, and interests and uses this knowledge effectively to communicate with or about the student.	Demonstrates thorough knowledge of students' background, skills, and interests, using this knowledge to proactively communicate with or about the student.
<i>1c: Demonstrating knowledge and use of developmentally appropriate counseling techniques</i>	Knowledge and use of techniques are unsuitable and ineffective for students.	Knowledge and use of techniques are of moderate value or suitability in meeting the needs of some students.	Is able to select and employ suitable and effective techniques to meet the needs of most students.	Techniques are multidimensional to differentiate the style based on student's individualized needs. Actively selects and employs techniques to meet the needs of individual students.
<i>1d: Demonstrating knowledge of and access to resources</i>	Is unaware of school, district or community resources available to students and parents.	Displays limited knowledge of school, district, or community resources available to students and parents.	Is aware of school, district and community resources available and knows how to gain access to them to effectively share them with students and parents.	Actively seeks out resources through school, district, community and professional organizations. Effectively utilizes resources for students and parents who need them.
<i>1e: Assessing student learning</i>	Does not utilize data/assessments to plan future interventions.	Minimally uses data/assessments to plan interventions for students.	Triangulates data to plan effective interventions for students.	Continually triangulates data to plan for effective interventions with students. Monitors progress and makes adjustments as needed.

### Examples of Documentation

- Peer observation and write-up for a group guidance lesson or presentation.
- Materials used for individual senior appointments.
- Log of student/parent contacts.
- Log of professional/community contacts.
- Attend and summarize counseling conferences, workshops & seminars.
- Writing a college recommendation.
- Taking a student through a Career Cruising lesson to do a college search.
- Participating in professional development activities both inside and outside of the school.
- Maintain catalogue of community resources.
- Maintaining computer database and web resources as appropriate.
- Awareness of department forms and procedures.

**School Counselor Domain 2: Environment**

*Creating an environment of respect and rapport  
Establishing a positive climate*

*Managing procedures and resources  
Organizing physical space*

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: <i>Creating an environment of respect and rapport</i>	Interactions are inappropriate or inadequate.	Interactions are usually friendly, caring and non-offensive to culturally and developmentally diverse groups.	Interactions are friendly, caring and non-offensive to culturally and developmentally diverse groups.	Facilitates an atmosphere for genuine caring and respect for all.
2b: <i>Establishing a positive climate</i>	Conveys a negative attitude toward counseling work and suggests the content is not important. Goals and activities are poorly planned and convey inconsistent expectations for engagement and participation.	Usually communicates the importance of counseling work. Goals and activities are planned and sets expectations for engagement and participation.	Clearly communicates importance of counseling work. Invites high expectations for engagement and participation.	Communicates the importance of counseling work through a dynamic environment encouraging open communication, engagement and participation.
2c: <i>Managing procedures and resources</i>	Counseling routines and procedures are either nonexistent or grossly inefficient. No evidence of productive preparation.	Counseling routines and procedures have been established but function inconsistently. Minimal preparation is evident.	Counseling routines and procedures have been established and function smoothly. The preparation is evident.	Counseling routines and procedures maximize student opportunities through the counselor's attention to detail and depth of preparation.
2d: <i>Organizing physical space</i>	The office is not a professional environment.	The physical environment is in disarray or is inappropriate to the planned activities.	The counselor attempts to create an inviting and well organized physical environment.	The physical environment is inviting and conducive to the planned activities.

**Examples of Documentation**

- Counselors demonstrate skill in establishing an environment of respect and rapport through their words and actions when meeting with students in computer labs/classrooms.
- Conversations with students reveal their post high school plans.
- Observation of a student/counselor meeting in an office setting.
- Maintain an organized office and filing system.

**School Counselor Domain 3: Delivery of Services**

*Communicating clearly and accurately  
Using questioning and discussion techniques  
Providing feedback and responses to parents, students, and staff  
Demonstrating appropriate level of responsiveness in advocating for student needs*

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: <i>Communicating clearly and accurately</i>	Spoken and written communication contains errors or is unclear or inappropriate.	Spoken and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.	Counselor communicates clearly and accurately to students, both in speaking and writing. Communicates appropriately to students' questions, cultures and levels of development.	Spoken and written communication is clear, expressive and empathic. Anticipates and addresses the possible reactions of his/her audience.
3b: <i>Using questioning and Discussion techniques</i>	Counselor makes poor use of discussion and questioning techniques, with low level or inappropriate questions, limited student participation, and little true discussion.	Use of questioning and discussion techniques is adequate.	Questioning and discussion techniques are employed effectively, encouraging student, parent, etc., to comfortably disclose information.	Elicits disclosure of information for purposeful information and collaborative problem solving.
3c: <i>Providing feedback and responses to parents, students and staff</i>	Feedback is inaccurate, nonspecific and lacks timeliness.	Feedback is timely, but is nonspecific and inconsistent.	Feedback is specific, timely and consistent to the counseling task.	Feedback is proactive and pertinent to the counseling task.
3d: <i>Demonstrating appropriate level of responsiveness in advocating for student needs</i>	Demonstrates little advocacy and responsiveness to students' needs, interests and questions.	Demonstrates moderate advocacy and responsiveness to the student's needs, interests and questions.	Seeks ways to support success for all students and responds to student's needs and questions.	Advocates for students' interests and supports success of all students by partnering with other programs and community agencies to meet individual student needs.
3e: <i>Implementing counseling activities</i>	Implements few or no appropriate activities relevant to the setting. Provides inaccurate information or faulty guidance.	Implements some activities that are relevant to the setting. Provides accurate information.	Frequently implements activities that address relevant counseling functions. Provides accurate information and sound guidance. Shows understanding of the impact of purposeful implementation.	Demonstrates extensive knowledge of appropriate, relevant activities. Anticipates and acts on timeliness of effective implementation.

## Examples of Documentation

- Analyzing needs assessment survey results.
- Demonstrates understanding of present needs and pursues appropriate response.
- Counselors' skill in questioning and discussion techniques used in a group guidance presentations.
- Peer observation to witness a counselor's skill in promoting student engagement.
- A contact log of communications made with parents and staff.
- Documentation of interventions used with students.
- Evidence of utilizing research.
- Evidence of collaboration with colleagues.

## School Counselor Domain 4: Professional Responsibilities

*Reflecting on practice*

*Maintaining and using appropriate data to guide practice*

*Communicating with families about student progress, procedures, curriculum, and standards*

*Contributing to the school and district*

*Growing and developing professionally*

*Demonstrating professional counseling ethics as described in national, state, and district standards*

*Establishing professional collaboration*

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>4a: Reflecting on practice</i>	Does not reflect accurately nor pose ideas of how to improve own practice.	Reflection is accurate; yet makes few suggestions for own improvement.	Reflection is accurate and perceptive, citing general characteristics. Draws upon appropriate resources to suggest alternative strategies that refine own performance.	Reflection is highly accurate and perceptive, citing specific examples. Draws upon extensive resources and constructive criticism to suggest alternative strategies that refine one's performance.
<i>4b: Maintaining and using appropriate data to guide practice</i>	Does not maintain and submit records/report in a timely manner. Ignores available data while practicing.	Maintains and submits records/reports in a timely manner; yet, inconsistent use of data while practicing.	Maintains and submits records/reports and uses data to guide practice.	Maintains and submits efficient and effective records/reports in a timely manner which conforms to law, standards, and school district procedures. Regularly reflects on data and uses it to guide practice.
<i>4c: Communicating with families about student progress, procedures curriculum and standards</i>	Provides little or no information to families and makes no attempt to engage them. Is not available to students and parents at reasonable times.	Complies with school/ district procedures for communicating with families and makes an effort to engage them. Is available to students and parents at reasonable times.	Communicates frequently with families and successfully engages them.	Counselor is proactive and shares information about instructional standards and program, classroom procedures, and student progress. It also sensitive and effective in handling parent/community concerns.
<i>4d: Contributing to the school and District</i>	Relationships with staff are negative. Avoids being involved in school/district projects.	Relations with staff are productive and professional and cordial. Participates in events and activities when specifically requested/ required.	Cultivates relationships with staff that are professional and productive. Is actively engaged in school and district initiatives, events and activities.	Demonstrates substantial leadership and contributions to school and district initiatives, events and projects by working cooperatively and respectfully with all stakeholders. Actively supports and implements the school/district improvement plans.
<i>4e: Growing and developing professionally</i>	Does not actively participate in required or optional professional development activities.	Attends and participates in required professional developmental activities.	Participates actively in a variety of required and optional professional developmental activities and utilizes and utilizes the new skills appropriately.	Makes substantial contribution to school, district, and the profession by pursuing and engaging in a variety of professional developmental activities. Fulfills responsibilities in a manner beyond primary assignments. Assists others in implementing strategies to improve and enhance school/district programs.
<i>4f: Demonstrating professional counseling ethics as described in national/state/district Standards</i>	Does not demonstrate professional counseling ethics; violates principles of confidentiality.	Demonstrates basic understanding and practice of professional ethics; does not violate confidentiality.	Counselor display high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the community; advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
<i>4g: Establishing professional collaboration</i>	Does not exhibit willingness or skill to work collaboratively with others.	Sometimes collaborates with other professionals.	Collaborates with others in projects and efforts.	Exhibits skill and leadership in professional collaboration.

## Examples of Documentation

- Summary of counseling conference, workshops, and seminars attended.
- Agendas and notes from building/district meetings attended.
- Membership in professional organizations.
- Evidence of leadership opportunities.
- Log of school involvement activities.
- Participation in professional development activities Reflections on discussions and collaborations with colleagues.
- Counselors related goals to district standards and students achievement.

**North Boone District 200**  
**School Counselor Evaluation Plan**  
**Pre-Observation Conversation**

Name:

Grade Level(s):

Observer:

Date:

<b>Conversation Components</b>		<b>Observable Components</b>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 Environment</i>	<i>Domain 3 Delivery of services</i>
1a - Demonstrating Knowledge of District curriculum & school programming 1b - Demonstrating Knowledge of Students (how well do you know your students) 1c – Demonstrating knowledge and use of developmentally appropriate counseling techniques 1d - Demonstrating Knowledge of and access to Resources 1e – Assessing student learning	4a -Reflection on practice 4b -Maintaining and using appropriate data to guide practice 4c -Communicating with families about student progress, procedures curriculum and standards 4d –Contributing to the school and District 4e - Growing and Developing Professionally 4f – Demonstrating professional counseling ethics as described in national/state/district Standards 4g-Establishing professional collaboration	2a -Creating an Environment of Respect and Rapport 2b -Establishing a positive climate 2c –Managing procedures and resources 2d – Organizing physical space	3a - Communicating clearly and accurately 3b - Using Questioning and Discussion Techniques 3c - Providing feedback and responses to parents, students, and staff 3d - Demonstrating appropriate level of responsiveness in advocating for student needs 3e - Implementing counseling activities

- Briefly describe the students you will be working with during my observation.

What strategies have you used or will be using to establish a positive rapport with the group your working with?

**Please attach a lesson plan that addresses the following:**

- What are your learning outcomes for the lesson?
- What do you want the students to understand?
- How will you engage students in the learning?
- What will the students do?
- Provide any worksheets or other materials the students will be using.

**List any particular behavior(s) management techniques you would like the evaluator to focus on during this observation.**

:

**North Boone District 200**  
**School Counselor Evaluation Plan**  
**Post-Observation Conversation**

Name:

Grade Level(s):

Observer:

Date:

<i>Conversation Components</i>		<i>Observable Components</i>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 Classroom Environment</i>	<i>Domain 3 Instruction</i>
1a - Demonstrating Knowledge of District curriculum & school programming 1b - Demonstrating Knowledge of Students (how well do you know your students) 1c - Demonstrating knowledge and use of developmentally appropriate counseling techniques 1d - Demonstrating Knowledge of and access to Resources 1e - Assessing student learning	4a -Reflection on practice 4b -Maintaining and using appropriate data to guide practice 4c -Communicating with families about student progress, procedures curriculum and standards 4d -Contributing to the school and District 4e - Growing and Developing Professionally 4f - Demonstrating professional counseling ethics as described in national/state/district Standards 4g-Establishing professional collaboration	2a -Creating an Environment of Respect and Rapport 2b -Establishing a positive climate 2c -Managing procedures and resources 2d - Organizing physical space	3a - Communicating clearly and accurately 3b - Using Questioning and Discussion Techniques 3c - Providing feedback and responses to parents, students, and staff 3d - Demonstrating appropriate level of responsiveness in advocating for student needs 3e -Implementing Counseling activities

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

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

2. If you had a chance to present this lesson again to the same group of students, what would you do differently?

3. What will be your follow-up for this particular presentation or group of students you worked with?

4. Professional information: Please indicate what you do beyond your teaching position to benefit the school; i.e.: coaching, moderating, ticket taking, etc. Please indicate any classes, workshops, conferences, etc. you have attended since your last formative observation. Finally, please list any professional organizations you belong to.

## Formative Review Documentation- Counselor (For Evaluator Use)

Name:

Date:

Evaluator:

Domain 1 – Planning and Preparation						Domain 2 – Environment					
Components	U	NI	P	E	NO	Components	U	NI	P	E	NO
1a: Demonstrating Knowledge of District Curriculum & School Programming						2a: Creating an Environment of Respect and Rapport					
1b: Demonstrating Knowledge of Students						2b: Establishing a Positive Climate					
1c: Demonstrating Knowledge and Use of Development Appropriate Counseling Techniques						2c: Managing Procedures and Resources					
1d: Demonstrating Knowledge of and Access to Resources						2e: Organizing Physical Space					
1e: Assessing Student Learning											
Domain 4 – Professional Responsibilities						Domain 3 – Delivery of Services					
Components	U	NI	P	E	NO	Components	U	NI	P	E	NO
4a: Reflecting on Practice						3a: Communicating Clearly and Accurately					
4b: Maintaining and Using Appropriate Data to Guide Practice						3b: Using Questioning and Discussion Techniques					
4c: Communicating with Families about Student Progress, Procedures Curriculum and Standards						3c: Providing feedback and responses to parents, students and staff					
4d: Contributing to the School and District						3d: Demonstrating Appropriate Level of Responsiveness in Advocating for Student Needs					
4e: Growing and Developing Professionally						3e: Implementing Counseling Activities					
4f: Demonstrating Professional Counseling ethics as Described in National/ State/District Standards											
4g: Establishing professional collaboration											

- If component is not observed during the formal observation evaluator can note not observed (NO)

Commendations:

Suggestions:

Concerns:

Counselor Comments:

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Counselor Signature      Date

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Evaluator Signature      Date

## Summative Evaluation- School Counselor

Counselor Name:

Date:

Evaluator:

Domain 1 – Planning and Preparation					Domain 2 –Environment				
Components	U	NI	P	E	Components	U	NI	P	E
1a: Demonstrating Knowledge of District Curriculum & School Programming					2a: Creating an Environment of Respect and Rapport				
1b: Demonstrating Knowledge of Students					2b: Establishing a Positive Climate				
1c: Demonstrating Knowledge and Use of Development Appropriate Counseling Techniques					2c: Managing Procedures an Resources				
1d: Demonstrating Knowledge of and Access to Resources					2e: Organizing Physical Space				
1e: Assessing Student Learning									
Overall Domain Rating:					Overall Domain Rating:				
Domain 3 – Delivery of Services					Domain 4 – Professional Responsibilities				
Components	U	NI	P	E	Components	U	NI	P	E
3a: Communicating Clearly and Accurately					4a: Reflecting on Practice				
3b: Using Questioning and Discussion Techniques					4b: Maintaining and Using Appropriate Data to Guide Practice				
3c: Providing feedback and responses to parents, students and staff					4c: Communicating with Families about Student Progress, Procedures Curriculum and Standards				
3d: Demonstrating Appropriate Level of Responsiveness in Advocating for Student Needs					4d: Contributing to the School and District				
3e: Implementing Counseling Activities					4e: Growing and Developing Professionally				
					4f: Demonstrating Professional Counseling ethics as Described in National/ State/District Standards				
					4g: Establishing professional collaboration				
Overall Domain Rating:					Overall Domain Rating:				
A Professional Growth Plan with the Performance Objective of  ( ) achieved      ( ) revised ( ) continuing    ( ) Did not meet ( ) Not applicable (non-tenured)					Comments:  <b>Overall Summative rating:</b>				

Evaluator Signature

Date

Teacher Signature

Date

\* Teacher and evaluator signatures are required. The teacher's signature indicates that the teacher has seen the completed evaluation form but does not imply agreement with the evaluation conclusion.

## School Psychologists and School Social Workers

### Rationale and Explanation

School psychologists and social workers participate in problem-solving teams and respond to referrals from classroom and special education teachers, administrators, and parents. They consult with others both within and outside the school setting to better understand a situation and find the optimal approach.

In addition, school psychologists and social workers facilitate the process of evaluating students and reviewing their educational needs to determine eligibility for special services. They serve as a resource to school personnel, assisting them in their challenges in working with students. They also work directly with students and their families to resolve interpersonal or family problems that interfere with progress in school. They may provide expertise and support in helping students and their families deal with challenges and crises.

School social workers and psychologists work with students individually and in groups. They work with the entire staff to prevent and manage crises when they occur. Psychologists and social workers play an instrumental role in prevention and intervention programs. In addition, they promote tolerance and appreciation of diversity throughout the school.

In interactions with students and families, it is essential for a psychologist/social worker to establish rapport and trust. Psychologists and social workers must refrain from conveying the attitude that there is something “wrong” with the student; rather, it is important to learn the unique ways in which the student learns in order to tailor the learning environment to the student’s needs. Because of the sensitive nature of a social worker’s/psychologist’s work, confidentiality is absolutely essential. Records must be scrupulously maintained and kept in a secure location. Professional guidelines and state and federal regulations must be followed. The Domains and Components of a school psychologist’s/social worker’s responsibilities are as follows:

### School Psychologists/Social Workers Domain 1: Planning and Preparation

*Demonstrating knowledge and skill in acquiring and using information in the process of screening and evaluating students*

*Demonstrating knowledge of child and adolescent development, learning, and psychopathology*

*Demonstrating knowledge of state and federal regulations guiding school-wide practices and procedures*

*Planning for prevention, interventions and instructional supports to meet the needs of students*

### Level of Performance

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrating knowledge and skill in acquiring and using information in the process of screening and evaluating students	Demonstrates little or no knowledge and skill in acquiring and using information in the process of screening and evaluating students.	Uses limited knowledge and skill in acquiring and using information in the process of screening and evaluating students.	Uses an array of knowledge and skill in acquiring and using information in the process of screening and evaluating students.	Uses comprehensive information in evaluating students and can apply that knowledge in planning for thorough and accurate evaluations.
1b: Demonstrating knowledge of child and adolescent development, learning and psychopathology	Demonstrates little or no knowledge of child and adolescent development, learning and psychopathology.	Demonstrates basic knowledge of child and adolescent development, learning and psychopathology.	Demonstrates thorough knowledge of child and adolescent development, learning, and psychopathology.	Demonstrates extensive knowledge of child and adolescent development, learning and psychopathology.
1c: Demonstrating knowledge of state and federal regulations guiding school-wide practices and procedures	Demonstrates little or no knowledge of governmental regulations guiding school-wide practices and procedures.	Displays awareness of governmental regulations guiding school-wide practices and procedures.	Displays awareness of governmental regulations and applies them in implementing practices and procedures.	governmental regulations and helps align practices and procedures consistent with these regulations.
1d: Planning for prevention, interventions, and instructional supports to meet the needs of students	Plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Plan has a guiding principle and includes a number of worthwhile activities, some do not fit with the broader goals.	Plan includes comprehensive interventions and instructional supports that meet the diverse educational needs of students.	Plan is highly coherent and preventive and serves to support students within the broader educational program.

### Examples of Documentation

- Data reviewed in student services teams regarding student progress
- Examples of evaluation instruments used and their results
- Plans generated to address behavioral or academic concerns (e.g. behavioral contract, behavior intervention plan)
- Trainings attended or facilitated regarding federal or state regulations and mandates

## School Psychologists/Social Workers Domain 2: The Environment

*Establishing rapport with students; including using interpersonal skills such as empathy to establish trust and reduce anxiety*

*Promoting school-wide practices that encourage learning and positive mental health*

*Establishing and maintaining clear procedures for referrals*

*Organizing physical space for testing of students and storage of materials*

### Level of Performance

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Establishing rapport with students	Interactions with students are negative or inappropriate; students appear uncomfortable in the presence of the school psychologist/social worker.	Interactions are a mix of positive and negative; the psychologist s/ social worker's efforts at developing rapport are inconsistent.	Interactions with students are positive and respectful; students appear comfortable in the presence of the school psychologist/social worker.	Students seek out the psychologist/ social worker, reflecting a high degree of comfort and trust in the relationship.
2b: Promoting school- wide practices that encourage learning and positive mental health	Makes no attempt to promote school-wide practices that encourage learning and positive mental health.	Inconsistently promotes school-wide practices that encourage learning and positive mental health.	Consistently acts to promote school- wide practices that encourage learning and positive mental health.	Actively participates in program planning and delivery to foster learning and positive mental health among students and teachers.
2c: Establishing and maintaining clear procedures for referrals	Does not adhere to the referral procedures.	Follows procedures for referrals, but the details are not always clearly communicated.	Communicates procedures for referrals clearly and ensures that they implemented by everyone.	Reviews all aspects of referral procedures and suggests improvements in consultation with teachers, student services, and administrators.
2d: Organizing physical space of students and storage of materials	The office is disorganized and poorly suited for professional practice. Materials are not stored in a secure location and are difficult to find when needed.	The office is not well rganized and, while materials are stored securely, they are difficult to find.	The office is well organized; materials are stored in a secure location and are available.	The office is highly organized and is inviting to students and parents. Materials are stored in a secure location and are readily available.

### Examples of Documentation

- Communication, paperwork, and notes regarding referrals and consultations
- Pictures of the office and the organization system for the storage and security of materials
- Materials generated and distributed to promote school-wide mental health
- Logs of students that seek out services
- Audio or video recording of a group or individual session

## School Psychologists/Social Workers Domain 3: Delivery of Services

*Use of questioning and discussion techniques*

*Responding to referrals for specialized services; consulting with teachers and administrators*

*Planning interventions to maximize students' likelihood of success*

*Collaborating with medical and mental health service providers*

*Demonstrating appropriate judgment in being flexible and responsive*

*Social Worker: Consult and collaborate with community resources*

*Psychologist: Evaluating student needs in compliance with federal, state and district policies and guidelines*

### Level of Performance

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: Use of questioning and discussion techniques	Makes poor use of discussion and questioning techniques, with low level or inappropriate questions, limited student participation, and little true discussion.	Use of questioning and discussion techniques is adequate.	Questioning and discussion techniques are employed effectively, encouraging student, parent, etc., to comfortably disclose information.	Elicits disclosure of information for purposeful and collaborative problem solving.
3b: Responding to referrals for specialized services; consulting with teachers and administrators	Fails to consult with colleagues or to tailor evaluations to the concerns raised in the referral.	Consults minimally with colleagues or inconsistently tailors evaluations to the concerns raised in the referral.	Consults frequently with colleagues, tailoring evaluations to the concerns raised in the referral.	Consults frequently with colleagues, contributing own insights and tailoring evaluations to the concerns raised in the referral.
3c: Chairing student services teams	Fails to assume leadership of the student services teams.	Assumes leadership of the student services teams when directed to do so, preparing adequate documents which include IEPs.	Assumes leadership of the student services team as a standard expectation and prepares detailed documents which include IEPs within established deadlines.	Assumes leadership of the student services team and takes initiative in assembling materials for meetings. Documents and IEPs are prepared exemplarily.
3d: Planning interventions to maximize students' likelihood of success	Fails to collaborate with the team in planning interventions suitable to students or interventions are mismatched with the findings of the assessments.	Collaborates with the team and develops plans for students that are sporadically aligned with identified needs.	Collaborates with the team to create and monitor student plans that are aligned with identified needs.	Collaborates with the team and assists in the development and monitoring of plans for students, finding ways to meet the multiple needs of students.
3e: Collaborating with medical and mental health service providers	Fails to establish contact with medical and/or mental health service providers when necessary.	Occasionally collaborates with medical and/or mental health providers when necessary.	Regularly collaborates with medical and/or mental health providers when necessary.	Maintains ongoing contact with medical and/or mental health providers and initiates contacts when necessary.
3f: Demonstrating appropriate judgment in being flexible and responsive	Adheres to interventions in spite of evidence of its inadequacy.	Inconsistently changes interventions when confronted with evidence of the need for change.	Develops and revises interventions when needed.	Continually seeks ways to improve interventions and makes changes as needed in response to student, parent, or teacher input.
3g: Social Workers Consulting and collaborating with community resources	School social worker does not collaborate with individuals outside of the school environment.	School social worker occasionally collaborates with individuals outside of the school environment.	School social worker regularly collaborates with individuals outside of the school environment.	School social worker continuously consults with and acts as a role model for other professionals by interacting and maintaining contact with and providing referrals to individuals outside of the school environment.
3g: Psychologists Evaluating student needs in compliance with federal, state and district policies and guidelines	Psychologist resists administering evaluations, selecting instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments but occasionally does not meet established timelines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures, timelines and safeguards are faithfully followed.	Psychologist selects, assessments that are most appropriate to the referral concerns and conducts information sessions with colleagues to ensure that they fully understand timelines and safeguards.

### Examples of Documentation

- Samples of reports generated following student and parent interviews
- Process recordings
- Notes taken regarding a student
- Video or audio tape recordings of a session
- Logs of contacts with outside medical or mental health providers
- Copies of completed IEP or 504 related documents

## School Psychologists/Social Workers Domain 4: Professional Responsibilities

*Reflecting on service delivery*

*Communicating with families*

*Maintaining accurate records*

*Participating in a professional community*

*Growing and developing professionally*

*Showing professionalism; This includes integrity, advocacy, and maintaining confidentiality.*

### Level of Performance

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: Reflecting on service delivery	Does not reflect on practice, or the reflections are inaccurate or self-serving.	Reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist/social worker makes some specific suggestions as to how service delivery might be improved.	Reflection is accurate and perceptive, citing specific examples, suggesting solutions and implementing improvements. Psychologist/social worker draws on an extensive repertoire to develop effective service delivery.
4b: Communicating with families	Communicates with families inconsistently or insensitively. Psychologist/social worker fails to obtain appropriate parental consent.	Communication with families is limited and/or lacks sensitivity to family dynamics or cultural and linguistic traditions. Psychologist/social worker ensures that appropriate parental consent is retained.	Communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist/social worker reaches out to families of students to enhance trust.
4c: Maintaining accurate records	Records are in disarray; they may be missing, illegible, or stored in an unsecured location.	Records are accurate and legible and are stored in a secure location.	Records are accurate and legible, well organized, and stored in a secure location.	Records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
4d: Participating in a professional community	Relationships with colleagues are negative or self-serving, and psychologist/social worker avoids being involved in school and district events and projects.	Relationships with colleagues are cordial, and psychologist/social worker participates in school and district events and projects when specifically requested.	Participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Makes a substantial contribution to school and district events and projects and assumes leadership in the professional development of colleagues and/or interns.
4e: Growing and developing professionally	Does not actively participate in required or optional professional development activities.	Attends and participates in required professional development activities.	Participate actively in a variety of required and optional professional development activities and utilizes the new skills appropriately.	Makes substantial contribution to the school, district, and profession by pursuing and engaging in a variety of professional development activities. Fulfills responsibilities in a manner beyond primary assignments.
4f: Showing professionalism	Violates principles of confidentiality and displays dishonesty in interactions with colleagues, students, and the public.	Observes confidentiality and is honest in interactions with colleagues, students, and the public. The psychologist/social worker plays a moderate advocacy role for students.	Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates appropriately for students.	Can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

### Examples of Documentation

- Process recordings
- Record of professional conferences attended and memberships maintained
- Documents generated at district level meetings
- Logs of communication with families
- Records of crisis response, including such items as DCFS referrals or suicidal assessment
- Surveys used to gain perspectives of students, parents, and/or colleagues

**North Boone District 200**  
**School Psychologists/Social Workers Evaluation Plan**  
**Pre-Observation Conversation**

Name:

Grade Level(s):

Observer:

Date:

<b>Conversation Components</b>		<b>Observable Components</b>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 Environment</i>	<i>Domain 3 Delivery of services</i>
1a - Demonstrating Knowledge and skill in acquiring and using information in the process of screening and evaluating students 1b - Demonstrating Knowledge of child and adolescent development, learning and psychopathology 1c – Demonstrating knowledge of state and federal regulations guiding school-wide practice and procedure 1d – Planning for prevention, interventions, and instructional supports to meet the needs of students	4a -Reflecting on service delivery 4b –Communicating with families 4c -Maintaining accurate records 4d –Participating in a professional community 4e - Growing and Developing Professionally 4f – Showing professionalism	2a –Establishing rapport with students 2b –Promoting school-wide practices that encourage learning and positive mental health 2c –Establishing and maintaining clear procedures for referrals 2d-Organizing physical space of students and storage of materials	3a - Use of questioning and discussion techniques 3b - Responding to referrals for specialized services; consulting with teachers and administrators 3c - Chairing student services teams 3d - Planning interventions to maximize students' likelihood of success 3e - Collaborating with medical and mental health service providers 3f- Demonstrating appropriate judgment in being flexible and responsive 3g- <b><u>Social Workers</u></b> Consulting and collaborating with community resources 3g- <b><u>Psychologists</u></b> Evaluating student needs in compliance with federal, state and district policies and guidelines



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**North Boone District 200**  
**School Psychologists/Social Workers Evaluation Plan**  
**Post-Observation Conversation**

Name:

Grade Level(s):

Observer:

Date:

<b>Conversation Components</b>		<b>Observable Components</b>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 Environment</i>	<i>Domain 3 Delivery of services</i>
1a - Demonstrating Knowledge and skill in acquiring and using information in the process of screening and evaluating students 1b - Demonstrating Knowledge of child and adolescent development, learning and psychopathology 1c – Demonstrating knowledge of state and federal regulations guiding school-wide practice and procedure 1d – Planning for prevention, interventions, and instructional supports to meet the needs of students	4a -Reflecting on service delivery 4b –Communicating with families 4c -Maintaining accurate records 4d –Participating in a professional community 4e - Growing and Developing Professionally 4f – Showing professionalism	2a –Establishing rapport with students 2b –Promoting school-wide practices that encourage learning and positive mental health 2c –Establishing and maintaining clear procedures for referrals 2d-Organizing physical space of students and storage of materials	3a - Use of questioning and discussion techniques 3b - Responding to referrals for specialized services; consulting with teachers and administrators 3c - Chairing student services teams 3d - Planning interventions to maximize students' likelihood of success 3e - Collaborating with medical and mental health service providers 3f- Demonstrating appropriate judgment in being flexible and responsive 3g- <b>Social Workers</b> Consulting and collaborating with community resources 3g- <b>Psychologists</b> Evaluating student needs in compliance with federal, state and district policies and guidelines

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


## Librarians

### Rationale and Explanation

The work of the librarian is integral to the instructional program of a school. Librarians promote information literacy by helping students learn the skills required to access, synthesize, produce, and communicate information. They work with classroom teachers to integrate their mission with the academic content that students are pursuing in their various classes. When classroom teachers ask their students to engage in research on a particular topic, it is frequently the librarian who helps the students actually find the information they will need. Learning to use online resources is essential for academic success, and teaching students to do so is at the heart of the work of librarian. Because of the sheer quantity of information available on every conceivable topic, an important aspect of the specialist's role is to assist students to sort and evaluate information that will yield productive results.

The librarian aims to create an inviting environment for the entire school community. The librarian attempts to promote a culture of lifelong learning that goes beyond the classroom. Librarians coordinate their work with classroom teachers and serve as a resource to those teachers. The important aspect of a librarian's position is to maintain and to extend the library's collection in support of the building/district curriculum.

It is the librarian's role to make decisions about the best choices of material for students. The librarian's role is complex and wide-ranging; they are expected to be adaptable to constant change, both in the resources that they provide as well as the populations that they serve. Collaboration is not only encouraged, but expected.

#### Technology Coordinators

The work of technology coordinators is integral to the instructional program of a school. Technology provides students, teachers, administration, and staff access to information and communication resources for learning. The technology coordinator's role is to create a dependable, easily accessible technology environment that empowers all stakeholders to create optimal learning environments that support district and building goals. Technology coordinators are responsible for coordinating the selection, purchase, distribution, security, use, and repair of building hardware and software. Technology coordinators serve as a conduit for implementing district and building technology initiatives and contributing to district and building technology decision-making.

Technology coordinators serve as building leaders to guide the use of technology to optimally support the educational environment. They chair the district technology committee and serve as members of building staff development and other district committees, such as curriculum committees, to contribute to short-term and long-term technology planning and instructional integration. Important roles also include the coordination of technology integration within the classroom instruction and training for all building staff.

The Domains and Components of a librarian's/technology coordinator's responsibilities are as follows:

#### Librarians/Technology Coordinators Domain 1: Planning and Preparation

- Demonstrating knowledge of literature and current trends in library/media or educational technology practice
- Demonstrating knowledge of current trends in informational and educational technologies and in library/media practice
- Demonstrating knowledge of the school's program and student information needs within that program.
- Establishing goals for the library/media program appropriate to the setting and the students served.
- Establishing goals for the educational technology program appropriate to the setting and the students served
- Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan
- Planning the library/media program integrated with the overall school program
- Planning the educational technology program integrated with the overall school program
- Developing a plan to evaluate the library/media and educational technology programs

#### Level of Performance

Component	Unsatisfactory	Needs improvement	Proficient	Excellent
1a: Demonstrating knowledge of literature and current trends in library/media or educational practice	The librarian demonstrates little or no knowledge of literature and of current trends in library/media practice.	The librarian demonstrates limited knowledge of literature and of current trends in library/media practice.	The librarian demonstrates thorough knowledge of literature and of current trends in practice.	Drawing on extensive professional resources, the librarian demonstrates rich understanding of literature and of current trends in library/media practice.
1b: Demonstrating knowledge of current trends in informational and educational technologies and in library/media practice.	The librarian or technology coordinator demonstrates little or no knowledge of current trends in informational and educational technologies.	The librarian or technology coordinator demonstrates limited knowledge of current trends in informational and educational technologies.	The librarian or technology coordinator demonstrates thorough knowledge of current trends in practice in informational and educational technologies.	Drawing on extensive professional resources, the librarian or technology coordinator demonstrates rich understanding of current trends in informational and educational technologies.

1c: Demonstrating knowledge of the school's program and student information needs within that program	The librarian or technology coordinator demonstrates little or no knowledge of the school's content standards and of students' needs for information literacy and technology skills within those standards.	The librarian or technology coordinator demonstrates basic knowledge of the school's content standards and of students' needs for information literacy and technology skills within those standards.	The librarian or technology coordinator demonstrates thorough knowledge of the school's content standards and of students' needs for information literacy and technology skills within those standards.	The librarian or technology coordinator takes a leadership role within the school and district to assure the needs of students for information literacy and technology skills within the school's academic program.
1d: Establishing goals for the library program appropriate to the setting and the students served	The librarian has no clear goals for the library program, or they are inappropriate to either the situation in the school or the age of the students.	The librarian's goals for the library program are rudimentary and are partially suitable to the situation in the school and the age of the students.	The librarian's goals for the library program are clear and appropriate to the situation in the school and to the age of the students.	The librarian's goals for the library program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.
1e: Establishing goals for Educational technology appropriate to the setting and the students served	The technology coordinator has no clear goals for educational technology, or they are inappropriate to either the situation in the school or the age of the students.	The technology coordinator's goals for educational technology are rudimentary and are partially suitable to the situation in the school and the age of the students.	The technology coordinator's goals for the educational technology program are clear and appropriate to the situation in the school and to the age of the students.	The technology coordinator's goals for educational technology are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.
1f: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan	The librarian or technology coordinator demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	The librarian or technology coordinator demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	The librarian or technology coordinator is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	The librarian or technology coordinator is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
1g: Planning the library/media Program integrated with the overall school program	The library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	The librarian's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	The librarian's plan is well designed to support both teachers and students in their information needs.	The librarian's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.

1h: Planning the integration of educational technology within the overall school program	The educational technology program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	The technology coordinator's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	The technology coordinator's plan is well designed to support both teachers and students in their information needs.	The technology coordinator's plan is highly coherent, taking into account the competing demands of maintaining building technologies, consultative work with teachers, and work in maintaining and expanding technology resources developed after consultation with teachers.
1i: Developing a plan to evaluate the library and Educational technology programs	The librarian or technology coordinator has no plans to evaluate the library/technology programs or resists suggestions that such evaluations are important.	The librarian or technology coordinator has rudimentary plans to evaluate the library/media or educational technology programs.	The librarian's or technology coordinator's plan to evaluate his/her program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	The librarian's or technology coordinator's evaluation plan is highly sophisticated, with imaginative sources of evidence and clear paths toward improving the programs on an ongoing basis.

#### Documentation

- Creates a strategic plan for the library media/educational technology programs.
- Demonstrates knowledge of the operation of purchased databases, online resources, school technologies, etc.
- Develops lesson plans for different learning styles and abilities to assist students in learning specific skills.
- Develops, researches, and maintains a list of internet safety lessons and assessments used.
- Distributes a student and faculty survey on periodicals, databases, and other resources that will assist in making funding choices.
- Distributes a student and faculty survey on various technologies or equipment that will assist in making funding choices.
- Documents meetings with department chairs and administrators to look ahead at upcoming needs.
- Encourages and collects requests for purchase and/or interlibrary loan from students and staff.
- Has a written department goal for the school improvement plan.
- Implements Board-approved challenge policies and procedures.
- Incorporates a research model into the development of the library media/educational technology programs.
- Indicates familiarity with district curriculum guide.
- Keeps a list of challenged books/materials.
- Keeps abreast of current information technology relevant to the school's curriculum and programs.
- Keeps library website up-to-date and relevant.
- Keeps lists of books that have been Lexile-d for all levels of high school readers.
- Maintains a log that showcases assistance and successes with Response to Intervention (RTI) issues such as alternative learning strategies and booklists/resources to engage students.
- Maintains a written log indicating attendance at conferences.
- Maintains a teacher collaboration log to record teaching the ethical use of information and technology to teachers and students.
- Maintains collaboration logs that show reflection on lessons taught which include successes and need for improvement.
- Maintains records and statistics.
- Participates and maintains records in groups such as: Curriculum meetings, school improvement teams, technology committees, advisory councils, or other committee meetings.
- Prepares and conducts an electronic survey of students, faculty, and staff designed to ascertain their individual perceptions of the current library media/educational technology program.
- Uses research models in determining benchmarks and objectives.
- Uses various resources, journals, etc to keep abreast of new materials for all levels of readers.

## Librarians/Technology Coordinators Domain 2: The Environment (office/small-group environment)

- Creating an environment of respect and rapport
- Establishing a culture for investigation and love of literature or educational technology
- Establishing and maintaining library/computer technology procedures. This includes supervising library assistants and computer technology staff
- Managing student behavior
- Organizing physical space to enable smooth flow including clear signage, adequate space for different activities, and attractive displays

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Creating an environment of respect and rapport	Interactions, both between the librarian/technology coordinator and students, and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the librarian/technology coordinator and students, and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the librarian/technology coordinator and students, and among students, are polite and respectful, reflecting general warmth and sensitivity, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the librarian/technology coordinator, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.
2b: Establishing a culture for Investigation and a love of literature	The librarian conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	The librarian goes through the motions of performing the work of the position, but without any real commitment to it.	The librarian, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	The librarian, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature.
2c: Establishing a culture for technology use and integration of it into the classroom	The technology coordinator conveys a sense that using educational technologies is not worth the time and energy required.	The technology coordinator goes through the motions of performing the work of the position, but without any real commitment to it.	The technology coordinator, in interactions with both colleagues and students, conveys a sense of the importance of using technology in an educational setting.	The technology coordinator, in interactions with both students and colleagues, conveys a sense of the essential nature of using technology in an educational setting.
2d: Establishing and maintaining media/Educational technology procedures	Library/educational technology routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library and technology support staff are confused as to their roles.	Library/educational technology routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library and technology support staff are partially successful.	Library/educational technology routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library and technology support staff are clear as to their roles.	Library/educational technology routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation. Library and technology support staff understand their roles and work independently and contribute to the success of the library and technology use.
2e: Managing student behavior	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the librarian or technology coordinator has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the librarian or technology coordinator monitors student behavior against those standards. The librarian's or technology coordinator's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear to students. The librarian's or technology coordinator's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

2f: Organizing physical space to enable smooth flow and optimal access to tools	The librarian or technology coordinator makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	The librarian's or technology coordinator's effort to make use of the physical environment is uneven, resulting in occasional confusion.	The librarian or technology coordinator makes effective use of the physical environment, resulting in good traffic flow, clear signage, adequate space devoted to work areas, computer use, and easy access to books.	The librarian or technology coordinator makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas, computer use and easy access to books. In addition, book displays are attractive and inviting.
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#### Documentation

- Collects and displays student work.
- Collects examples of displays created to entice student interest.
- Collects copies of communication to library/technology staff.
- Creates and reviews current rules and procedures for the library media/technology program with the collaboration of the library staff.
- Creates and utilizes student surveys asking about services, improvements, atmosphere, customer service, etc.
- Demonstrates that the physical space of the library is dynamic in order to meet instructional needs.
- Demonstrates understanding of Rtl in the management of student behavior.
- Documents the display of student expectations, rules, and behavior guidelines.
- Documents the training of support staff which includes the skills and strategies needed to work with students as well as basic library/educational technology operations.
- Encourages building-level library staff to submit recommendations for improvement of library/technology services and resources.
- Maintains a portfolio of examples of newsletters, contests, etc.
- Maintains a reflection log of student behavior modification efforts to increase respect and rapport in the media center.
- Maintains different inviting areas for all types of use (leisure, independent study, group work, drop-in labs, etc.)
- Observes students finding resources easily with the help of signage, displays, and adequate floor plan.
- Possesses accurate, updated procedure guides, schedules, and evaluations for support staff.
- Records the number of student referrals to the administrator and the reasons for those referrals.
- Shows responsiveness to cultural sensitivity.
- Shows evidence of a strong, consistent presence in all areas of the media center.
- Shows evidence of completing yearly evaluations of support staff.
- Shows evidence of working with support staff to establish and achieve yearly goals.
- Takes photos and videos of students engaged in literacy activities in a warm and inviting library environment.

### Librarian/Technology Coordinators Domain 3: Delivery of Services

- Maintaining and extending the library collection and educational technologies in accordance with the school's needs and within budget limitations. This includes a periodic inventory, repairs, and weeding out
- Collaborating with teachers in the design of instructional units and lessons
- Engaging students in enjoying literature and in learning information skills
- Engaging staff and students in successful use of instructional technologies
- Assisting students and teachers in the use of technology in the library/media center and school
- Demonstrating flexibility and responsiveness

#### Level of Performance

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: Maintaining and extending the library collection and educational technologies in accordance with the school's needs and within budget limitations	The librarian or technology coordinator fails to adhere to district or professional guidelines in selecting materials and educational technologies for the collection and does not periodically purge the collection of outdated material and technologies.	The librarian or technology coordinator is partially successful in attempts to adhere to district or professional guidelines in selecting materials and educational technologies, periodically weeding the collection, and establishing a collection relevant to the building curriculum and to the student population.	The librarian or technology coordinator adheres to district or professional guidelines in selecting materials for the collection and routinely weeds the collection of outdated material and educational technologies. Collection is routinely updated and relevant to the building curriculum and to the student population.	The librarian or technology coordinator selects materials for the collection and educational technologies, thoughtfully and in consultation with teaching colleagues, and routinely weeds the collection of outdated material and educational technologies. A plan is in place to assure the collection is relevant to the student population and the curriculum.
3b: Collaborating with teachers in the design of Instructional units and lessons	The librarian or technology coordinator declines to collaborate with classroom teachers to incorporate library resources and educational technologies into instructional lessons.	The librarian or technology coordinator collaborates with classroom teachers to incorporate library resources and educational technologies into instructional lessons when specifically asked to do so.	The librarian or technology coordinator actively collaborates with classroom teachers to incorporate library resources and educational technologies into instructional lessons.	The librarian or technology coordinator actively collaborates with classroom teachers to incorporate library resources and educational technologies into instructional lessons and seeks and acquires additional resources.
3c: Engaging students in enjoyment of literature.	Students are not engaged in the enjoyment of literature because of poor implementation of reading initiatives, poor access to materials, or inappropriate materials.	Few students are engaged in the enjoyment of literature due to uneven implementation of reading initiatives, limited access to materials, or partially appropriate materials	Students are engaged in the enjoyment of literature because of effective design of reading initiatives, equitable access to materials and the availability of appropriate materials.	Students are highly engaged in the enjoyment of literature, and take initiative in participating in reading initiatives and recreational reading because of the availability of relevant materials.
3d: Engaging staff and students in the successful use of educational technology	Staff and students are not engaged in using educational technologies because of poor design of activities or inappropriate technology tools.	Only some staff and students are engaged in using educational technologies due to uneven design of activities or partially appropriate technology tools.	Staff and students are engaged in using educational technologies because of effective design of activities and appropriate technology tools.	Staff and students are highly engaged in using educational technologies and take initiative in ensuring the engagement of their peers.

3e: Assisting students and teachers in the use of technology in the library and throughout the building.	The librarian declines to assist students and teachers in the use of technology in the library. The technology coordinator declines to assist students, teachers, and staff in the use of technology throughout the building.	The librarian assists students and teachers in the use of technology in the library when specifically asked to do so. The technology coordinator assists students, teachers, and staff in the use of technology throughout the building when specifically asked to do so.	The librarian initiates sessions to assist students and teachers in the use of technology in the library. The technology coordinator initiates sessions to assist students, teachers, and staff in the use of technology throughout the building.	The librarian is proactive in initiating sessions to assist students and teachers in the use of technology in the library. The technology coordinator is proactive in initiating sessions to assist students, teachers, and staff in the use of technology throughout the building.
3f: Demonstrating flexibility and responsiveness	The librarian or technology coordinator adheres to the plan, in spite of evidence of its inadequacy.	The librarian or technology coordinator makes modest changes in the library or educational technology program when confronted with evidence of the need for change.	The librarian or technology coordinator makes revisions to the library or educational technology program when they are needed.	The librarian or technology coordinator is continually seeking ways to improve the library or educational technology programs and makes changes as needed in response to student, teacher, or administrator input.

#### Documentation

- Deploys technology in the building and reallocates resources.
- Develops lesson plans for different learning styles and abilities to assist students in learning specific skills.
- Encourages district-level library/technology staff to submit recommendations for improvement of library/technology services and resources.
- Encourages students to write reviews of books, read and participate in blogging and book discussions by having conversations with students.
- Evaluates a project or lesson by how the students used the information, self-assessment, and conversations with classroom teachers.
- Incorporates a research model into the development of the library media program.
- Maintains a calendar for accessible scheduling.
- Maintains a log of communication indicating the promotion of the research process with classroom teachers.
- Maintains a log of visits to classrooms or labs.
- Maintains a cycle of review for all instructional technologies.
- Maintains and adds to lists of resources for specific units.
- Maintains and promotes reading programs with lists, book talks, displays, newsletters, contests, etc.
- Measures actual student growth by recording skills before and after units of study.
- Measures student learning by asking for book reviews and recommendations, holding informal conversations about resources, and participating in book discussion groups.
- Participates and encourages students to take part in reading programs.
- Plans strategies with other teachers to deliver lessons that work within their content areas.
- Records observations of student learning by their appropriate use of technology, such as accessing the databases on the library website and using the catalog to find resources.
- Records observations of students demonstrating knowledge of skills taught such as note-taking, paraphrasing, or the difference between a database and Google search.
- Records observations of students using resources that they have been taught to use by the library media specialist and measures the percentage of successful searches.
- Reviews, reflects, and makes changes to lessons taught as needed.
- Reviews the collection development policy for the library/educational technology programs.
- Uses professional collection analysis tools to ensure the collection reflects the curriculum.
- Uses visual and audio products to offer instruction and monitors positive learning experiences.

## Librarian/Technology Coordinators Domain 4: Professional Responsibilities

- Reflecting on practice
- Preparing and submitting reports and budgets
- Communicating with the larger community
- Participating in a professional community
- Engaging in professional development
- Showing professionalism; this includes integrity, advocacy, maintaining confidentiality, and observing copyright laws

Level of Performance				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: Reflecting on practice	The librarian or technology coordinator does not reflect on practice, or the reflections are inaccurate or self-serving.	The librarian's or technology coordinator's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	The librarian's or technology coordinator's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. The librarian or technology coordinator makes some specific suggestions as to how the library or educational technology program might be improved.	The librarian's or technology coordinator's reflection is highly accurate and perceptive, citing specific examples. The library/media specialist or technology coordinator draws on an extensive repertoire to suggest alternative strategies and their likely success.
4b: Preparing and submitting reports and budgets	The librarian or technology coordinator ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	The librarian's or technology coordinator's effort to prepare budgets is partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	The librarian or technology coordinator honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	The librarian or technology coordinator anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
4c: Communicating with the larger community	The librarian or technology coordinator makes no effort to engage in outreach efforts to parent groups or booster clubs or the larger community.	The librarian or technology coordinator makes sporadic efforts to engage in outreach efforts to parent groups or booster clubs or the larger community.	The librarian or technology coordinator engages in outreach efforts to parent groups or booster clubs and the larger community.	The librarian or technology coordinator is proactive in reaching out to parent groups or booster clubs and establishing contacts with outside libraries and schools, coordinating efforts for mutual benefit.
4d: Participating in a professional community	The librarian's or technology coordinator's relationship with colleagues is negative or self-serving, and he/she avoids being involved in school and district events and projects.	The librarian's or technology coordinator's relationship with colleagues is cordial, and he/she participates in school and district events and projects when specifically requested.	The librarian or technology coordinator participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	The librarian or technology coordinator makes a substantial contribution to school and district events and projects and assume a leadership role with colleagues.
4e: Engaging in professional development	The librarian or technology coordinator does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	The librarian's or technology coordinator's participation in professional development activities is limited to those that are convenient or are required.	The librarian or technology coordinator seeks out opportunities for professional development based on an individual assessment of need.	The librarian or technology coordinator actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	The librarian or technology coordinator displays dishonesty in interactions with colleagues, students, and the public; he/she violates copyright laws.	The librarian or technology coordinator is honest in interactions with colleagues, students, and the public; he/she respects copyright laws.	The librarian or technology coordinator displays high standards of honesty and integrity in interactions with colleagues, students, and the public; he/she adheres carefully to copyright laws.	The librarian or technology coordinator can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.

### Documentation

- Develops, researches, and maintains a list of internet safety lessons and assessments used.
- Documents meetings with department chairs and administrators to look ahead at upcoming needs.
- Collaborates with administration to develop occasions when the school librarian/technology coordinator formally and informally offers faculty professional development opportunities.
- Collects agendas/lessons facilitating or participating in professional development.
- Collects agendas and minutes indicating evidence of articulation with colleges, feeder schools, and public libraries.
- Collects evidence of attending or presenting at local, state, and national professional conferences.
- Creates an annual report.
- Holds memberships in professional organizations.
- Maintains a balance of taking ideas to various groups and bringing new ideas to use with students.
- Maintains a portfolio that includes all necessary documents and information, such as grant applications and letters of requests for additional funds.
- Maintains a teacher collaboration log to record teaching the ethical use of information to teachers and students.
- Maintains supply and technology budgets.

**North Boone District 200**  
**Librarian/Technology Coordinator Evaluation Plan**  
**Pre-Observation Conversation**

Name:

Grade Level(s):

Observer:

Date:

<b>Conversation Components</b>		<b>Observable Components</b>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 Environment</i>	<i>Domain 3 Delivery of services</i>
1a – Demonstrating knowledge of literature and current trends in library/media or educational practice. 1b – Demonstrating knowledge of current trends in informational and educational technologies and in library/media practice. 1c – Demonstrating knowledge of the school's program and student information needs within that program 1d – Establishing goals for the library program appropriate to the setting and the students served 1e – Establishing goals for educational technology appropriate to the setting and the students served 1f - Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan. 1g – Planning the library/media program integrated with the overall school program 1h – Planning the integration of educational technology within the overall school program 1i - Developing a plan to evaluate the library and educational technology programs	4a - Reflecting on practice 4b –Preparing and submitting reports and budgets 4c - Communicating with the larger community 4d –Participating in a professional community 4e – Engaging in professional development 4f – Showing professionalism	2a -Creating an Environment of Respect and Rapport 2b -Establishing a culture for investigation and a love of literature 2c –Establishing a culture for technology use and integration of it into the classroom. 2d – Establishing and maintaining media/educational technology procedures. 2e – Managing student behavior 2f – Organizing physical space to enable smooth flow and optimal access to tools	3a - Maintaining and extending the library collection and educational technologies in accordance with the school's needs and within budget limitations. 3b - Collaborating with teachers in the design of instructional units and lessons 3c - Engaging students in enjoyment of literature 3d - Engaging staff and students in the successful use of educational technology 3e - Assisting students and teachers in the use of technology in the library and throughout the building. 3f – Demonstrating flexibility and responsiveness

- Briefly describe your students. How do you plan to teach to each student's level of understanding? **(1c, 1d, 1e)**

- How does this lesson fit into the school's overall educational technology program? **(1g, 1h)**

**Please attach a lesson plan that addresses the following: (1d, 1e, 1f, 3c, 3d, 3e)**

- What are your learning outcomes for the lesson?
- What do you want the students to understand?
- How will you engage students in the learning?
- What will the students do?
- Provide the address for any websites that students will be using and any other materials that students will be using.

**List any particular environmental factors you would like the evaluator to focus on during this observation. (Domain 3)**

**Consider bringing to the post-observation conference: Student work, Grade book and any assessments that correlate to the lesson observed**

**North Boone District 200**  
**Librarian/Technology Coordinator Evaluation Plan**  
**Post-Observation Conversation**

Name:

Grade Level(s):

Observer:

Date:

<b>Conversation Components</b>		<b>Observable Components</b>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 Environment</i>	<i>Domain 3 Delivery of Services</i>
1a – Demonstrating knowledge of literature and current trends in library/media or educational practice. 1b – Demonstrating knowledge of current trends in informational and educational technologies and in library/media practice. 1c – Demonstrating knowledge of the school's program and student information needs within that program 1d – Establishing goals for the library program appropriate to the setting and the students served 1e – Establishing goals for educational technology appropriate to the setting and the students served 1f - Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan. 1g – Planning the library/media program integrated with the overall school program 1h – Planning the integration of educational technology within the overall school program 1i - Developing a plan to evaluate the library and educational technology programs	4a -Reflecting on practice 4b –Preparing and submitting reports and budgets 4c -Communicating with the larger community 4d –Participating in a professional community 4e – Engaging in professional development 4f – Showing professionalism	2a -Creating an Environment of Respect and Rapport 2b -Establishing a culture for investigation and a love of literature 2c –Establishing a culture for technology use and integration of it into the classroom. 2d – Establishing and maintaining media/educational technology procedures. 2e – Managing student behavior 2f – Organizing physical space to enable smooth flow and optimal access to tools	3a - Maintaining and extending the library collection and educational technologies in accordance with the school's needs and within budget limitations. 3b - Collaborating with teachers in the design of instructional units and lessons 3c - Engaging students in enjoyment of literature 3d - Engaging staff and students in the successful use of educational technology 3e - Assisting students and teachers in the use of technology in the library and throughout the building. 3f – Demonstrating flexibility and responsiveness

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

6. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (4a)

7. Comment on different aspects of your instructional delivery (e.g., activities, materials, and resources). To what extent were they effective? (1f, 3c, 3d, 3e )

8. If you had a chance to teach this lesson again to the same group of students, what would you do differently? (4a)

9. Professional information: Please indicate any classes, workshops, conferences, etc. you have attended since your last formative observation. Finally, please list any professional organizations you belong to. (4d, 4e)

## Formative Review Documentation (For Evaluator Use)

Name:

Date:

Evaluator:

Domain 1 – Planning and Preparation						Domain 2 – Environment					
Components	U	NI	P	E	NO	Components	U	NI	P	E	NO
1a: Demonstrating knowledge of literature and current trends in library/media or educational practice.						2a: Creating Environment of Respect and Rapport					
1b: Demonstrating knowledge of literature and current trends in library/media or educational practice						2b: Establishing for investigation and a love of literature					
1c: Demonstrating knowledge of the school's program and student information needs within that program.						2c: Establishing a culture for technology use and integration of it into the classroom					
1d: Establishing goals for the library program appropriate to the setting and the students served.						2d: Establishing and maintaining media/educational technology procedures					
1e: Establishing goals for educational technology appropriate to the setting/students						2e: Managing student behavior					
1f: Demonstrating knowledge of resources, both within and beyond the school and district.						2f: Organizing physical space to enable smooth flow and optimal access					
1g: Planning the library/media program integrated with the overall school program											
1h: Planning the integration of educational technology within the overall school program											
1i: Developing a plan to evaluate the library and educational technology programs											
Domain 4 – Professional Responsibilities						Domain 3 – Delivery of Services					
Components	U	NI	P	E		Components	U	NI	P	E	NO
4a: Reflecting on Teaching						3a: Maintaining and extending the library collection and educational technologies in accordance with the school's needs					
4b: Preparing and submitting reports and budgets .						3b: Collaborating with teachers in the design of instructional lessons/units					
4c: Communicating with the larger community.						3c: Engaging Students in enjoyment of literature.					
4d: Participating in a Professional Community						3d: Engaging staff and students in the successful use of technology.					
4e: Engaging in professional development						3e: Assisting students and teachers in the use of technology					
4f: Showing Professionalism						3f: Demonstrating flexibility and responsiveness					

Recommendations:

Suggestions:

Concerns:

Teacher Comments:

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Teacher Signature      Date

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Evaluator Signature      Date

# Summative Evaluation- School Library

Librarian Name:

Date:

Evaluator:

Domain 1 – Planning and Preparation					Domain 2 –Environment				
Components	U	NI	P	E	Components	U	NI	P	E
1a: Demonstrating knowledge of literature and current trends in library/media or educational practice.					2a: Creating Environment of Respect and Rapport				
1b: Demonstrating knowledge of literature and current trends in library/media or educational practice					2b: Establishing for investigation and a love of literature				
1c: Demonstrating knowledge of the school's program and student information needs within that program.					2c: Establishing a culture for technology use and integration of it into the classroom				
1d: Establishing goals for the library program appropriate to the setting and the students served.					2d: Establishing and maintaining media/educational technology procedures				
1e: Establishing goals for educational technology appropriate to the setting/students					2e: Managing student behavior				
1f: Demonstrating knowledge of resources, both within and beyond the school and district.					2f: Organizing physical space to enable smooth flow and optimal access				
1g: Planning the library/media program integrated with the overall school program									
1h: Planning the integration of educational technology within the overall school program									
1i: Developing a plan to evaluate the library and educational technology programs									
Overall Domain Rating:					Overall Domain Rating:				
Domain 3 – Delivery of Services					Domain 4 – Professional Responsibilities				
Components	U	NI	P	E	Components	U	NI	P	E
3a: Maintaining and extending the library collection and educational technologies in accordance with the school's needs					4a: Reflecting on Teaching				
3b: Collaborating with teachers in the design of instructional lessons/units					4b: Preparing and submitting reports and budgets .				
3c: Engaging Students in enjoyment of literature.					4c: Communicating with the larger community.				
3d: Engaging staff and students in the successful use of technology.					4d: Participating in a Professional Community				
3e: Assisting students and teachers in the use of technology					4e: Engaging in professional development				
3f: Demonstrating flexibility and responsiveness					4f: Showing Professionalism				
Overall Domain Rating:					Overall Domain Rating:				
A Professional Growth Plan with the Performance Objective of  ( ) achieved      ( ) revised ( ) continuing    ( ) Did not meet ( ) Not applicable (non-tenured)					Comments:  Overall Summative rating:				

Evaluator Signature

Date

School Librarian Signature

Date

\* Teacher and evaluator signatures are required. The teacher's signature indicates that the teacher has seen the completed evaluation form but does not imply agreement with the evaluation conclusion.

## Therapeutic Specialists

### Rationale and Explanation

Currently, therapeutic specialists include speech/language pathologists, occupational or physical therapists and teachers of the visually impaired. These individuals provide a unique role to support the highly specialized needs of the students within our schools. Therapeutic specialists evaluate specific speech/language, vision, hearing, and/or mobility needs of students. Instructional plans are then developed and implemented for those students in need of the therapists' specialized services. Therapeutic specialists teach skills and compensatory strategies to support students with vision, hearing, or speech/language impairments in achieving to their maximum potential within the academic environment.

The work of the therapeutic specialist includes assessing individual therapy needs, providing interventions, and conducting group or individual therapy sessions. Therapists are an integral part of the school community, working as members of and collaborating with the entire team of educators. Communication between the specialist, administrators, and classroom teachers is a critical. The specialist establishes and maintains communication with families beyond the annual review. Specialists follow the established protocols and best practices of their own professional organizations and apply them to their work.

The Domains and Components of the therapeutic specialists' responsibilities are as follows:

### Therapeutic Specialists Domain 1: Planning and Preparation

*Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license*

*Establishing goals for the therapy program appropriate to the setting and the students served*

*Demonstrating knowledge of district, state, and federal regulations and guidelines*

*Demonstrating knowledge of resources, both within and beyond the school and district*

*Planning the therapy program, integrated with the regular school program, to meet the needs of individual students*

*Developing a plan to evaluate the therapy program*

### Level of Performance

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a. Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license	Demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Demonstrates basic knowledge and skill in the therapy; holds the necessary certificate or license.	Demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Demonstrates extensive knowledge and skill in the therapy area; holds and maintains advanced certificate or license. In addition, demonstrates evidence of continued pursuit of knowledge and skill in their certificated area.
1b: Establishing goals for the therapy program appropriate to the setting and the students served	Goals for the therapy program are not clear or are inappropriate to either the situation or the age of the students.	Goals are appropriate, quantifiable and suitable to the situation and age of the student.	Goals for the program are clear and appropriate to the situation in the school and to the age of the students. Goals are highly individualized to the student, with data to support the present level of performance.	Goals are highly appropriate related to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.
1c: Demonstrating knowledge of district, state, and federal regulations and guidelines	Demonstrates little or no knowledge of special education laws and procedures.	Demonstrates basic knowledge of special education laws and procedures.	Demonstrates thorough knowledge of special education laws and procedures. Is knowledgeable of best practices within their specialty area.	Demonstrates extensive knowledge of special education laws and procedures; specialist takes a leadership role reviewing and revising District policies. Consistently applies best practices within their area.
1d: Demonstrating knowledge of resource, both within and beyond the school and District	Demonstrates little or no knowledge or resources for students available through the school or district.	Demonstrates basic knowledge of resources for students available through the school or district.	Demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Demonstrates extensive knowledge of resources for students available through the school or District and in the larger community.
1e. Planning the therapy program, integrated with the regular school program, to meet the needs of individual	Program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Program has a guiding principle and includes a number of worthwhile activities but some don't fit with the broader goals.	Plan has a guiding principle that includes scaffolded activities that are designed to achieve overall therapy goals.	Plan is highly coherent and preventive and serves to support students individually, within the broader educational program.

### Examples of Documentation

- \*Relevant state licensure and/or certification from professional organizations
- \*Certificates of attendance for professional development trainings attended
- \*Transcripts from credited course work
- \*Examples of application of new practices/lessons/activities, based on attendance at professional development activities
- \*Explanation or discussion of how specialist goals and activities align with district and/or state standards and guidelines
- \*Artifacts of goals written, with present levels of performance, data sheets, and goal updates
- \*Bibliography of community contact/resources
- \*Therapy plans, and explanation (written or discussion) of what goals the therapy plans

### Therapeutic Specialists Domain 2: The Environment

*Establishing rapport with students*

*Organizing time effectively*

*Following established procedures for referrals*

*Establishing standards of conduct in the therapeutic setting*

*Organizing physical space for testing of students and providing therapy*

### Level of Performance

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Establishing rapport with students	Interactions with students are negative or inappropriate; students appear uncomfortable in the therapeutic setting.	Interactive skills with students are developing; the specialist's efforts at developing rapport are partially successful.	Interactions with students are positive and respectful; students appear comfortable in the therapeutic setting.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
2b: Organizing time effectively	Exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting.	Time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
2c: Following established procedures for referrals	Unaware of established procedures for referrals; does not adhere to established timelines in referral processes.	Can state what the procedures are for referrals and meets basic timelines.	Fully knowledgeable of procedures for referrals; meets all timelines; and follows up with appropriate staff members.	Specialist has educated staff on the referral process and has established an environment where staff seeks out and uses the specialist as a resource.
2d: Establishing standards of conduct in the therapeutic setting	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the therapeutic setting; attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful. Specialist is aware of and attempts to follow Behavior Intervention Plans.	Standards of conduct have been established for the therapeutic environment; monitors student behavior against those standards. Implements Behavior Intervention Plans in therapeutic environment; responds to students in a respectful and appropriate manner.	Standards of conduct have been established for the therapeutic environment; monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.

### Documentation

- \*Observation of therapy setting
- \*Weekly schedule
- \*Example or discussion of how specialist plans and organizes self to meet deadlines and manages referrals
- \*Evidence of standards of conduct is found in the therapeutic setting, where it is evident from the look of the room, nature of the interactions, and tone of the conversations

**Therapeutic Specialists Domain 3: Delivery of Services***Assessing and evaluating student needs**Developing and implementing treatment plans to maximize students' success**Communicating with families**Collecting information; writing reports**Demonstrating flexibility and responsiveness***Level of Performance**

<b>Component</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
3a: Assessing and evaluating student needs	Does not utilize appropriate measures and makes uninformed assessments of student needs.	Makes adequate assessments of student needs using a standard set of instruments with a basic level of interpretation.	Makes thorough assessments of student needs and selects instruments that are specific to the referral questions and analyzes test results with proficiency.	Makes highly competent assessments of student needs. Stays abreast of new techniques, instruments, and criteria for assessing and evaluating student needs.
3b: Developing and implementing treatment plans to maximize student success	Fails to develop treatment plans suitable for students or plans are mismatched with the findings of assessments.	Plans for students are too narrow in focus or partially address student need.	Plans for students are suitable and are aligned with identified needs.	Develops comprehensive plans for students, finding ways to creatively meet student need, delivers services with flexibility, and incorporate many related elements.
3c: Communicating with families	Fails to correspond with families with families; provides minimal information to parents or does not respond to parent concerns about students.	Provides little information about student programming to families; adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Proactively communicates with parents about student progress on a regular basis and is available as needed to respond to parent concerns.	Provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
3d: Collecting information; writing reports	Neglects to collect important information on which to base treatment plans; reports are inaccurate or not complete.	Collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity.	Collects all the important information on which to base treatment plans; reports are accurate and appropriate.	Collects all important information, interviewing teachers and parents; reports are accurate and clearly written and tailored through the audience.
3e: Demonstrating flexibility and responsiveness	Adheres to a plan or program in spite of evidence of inadequacy; resistant to recommended changes.	Makes modest changes in plans when confronted with evidence of the need for change.	Makes revisions in the treatment program when needed, based on the specialist's own professional insight.	Continually seeks ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input. Seeks out best practices in the field, and is willing to share new information with peers.

**Documentation**

\*Example of reports, both initial and re-evaluation that include referral questions, instruments selected, evaluation, and analysis of test results, with discussion about the rationale for selection of instruments and reflection on the process

\*Examples of goals/treatment plans and what data/documentation was utilized to determine the treatment plan

\*Date therapy/attendance

\*Examples of how therapist communicates with families

\*A family contact log that provides information about contacts with families of students

\*Observation of instructional environment

## Therapeutic Specialists Domain 4: Professional Responsibilities

*Reflecting on practice*

*Collaborating with teachers and administrators*

*Maintaining an effective data-management system*

*Participating in a professional community; this includes providing in-service training when appropriate*

*Engaging in professional development*

*Showing professionalism, including integrity, advocacy, and maintaining confidentiality*

### Level of Performance

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: Reflecting on practice	Does not reflect on practice, or the reflections are inaccurate, or reflections are generally rigid.	Reflection on practice is moderately accurate and objective without citing specific examples.	Reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how the therapy program might be improved.	Reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborating with teachers and administrators	Not available to staff for questions and planning; fails to respond to requests for information.	Available to staff for questions and planning; provides necessary information when requested.	Initiates contact and consults with teachers and administrators.	Confers and seeks out teachers and administrators; soliciting their perspectives on individual students.
4c: Maintaining an effective data management system	Data management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Uses a fundamental data management system for monitoring student progress and occasionally uses it to adjust treatment when needed; data is utilized to develop present levels of performance for IEP goals.	Effectively uses a data management system for monitoring student progress and adjusts treatment when needed; data is usually tailored to each individual student and goals that are being tracked.	Effectively uses a data management system for monitoring student progress and adjusts treatment when needed; data is always tailored to each individual student and goals that are being tracked.
4d: Participating in a professional community	Relationships with colleagues are negative or self-serving; avoids being involved in school and District events and projects.	Relationships with colleagues are cordial; participates in school and District events and projects when specifically asked to do so.	Actively participates in school and District events and projects and maintains positive and productive relationships with colleagues.	Makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Engaging in professional development	Does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Participation in professional development activities is limited to those that are convenient or are required.	Seeks out opportunities for professional development based on assessment of need.	Actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism including integrity, advocacy, and maintaining confidentiality	Displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Holds the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

### Documentation

\*Written journal

\*Archived and new revisions of activities/plans

\*Reflections of discussions with colleagues

\*Examples of data collection plan

\*Agendas and notes from meetings

\*Presentation materials

\*Log of school involvement activities

\* Log of meeting attendance (workshop, conferences) as a presenter or simply in attendance

\* Specialists display their professional ethics in daily interactions with students and colleagues

# APPENDIX C:

## Detailed Framework for Teaching

## Framework for Teaching 2011 Revised Edition

Charlotte Danielson's Framework for Teaching (2011 Revised Edition) is the next generation of this research-validated instrument for teacher observation, evaluation and development. Charlotte Danielson has selected Teachscape as the exclusive electronic provider of this refined instrument.

In the Framework for Teaching (2011 Revised Edition) all the domains, components, and elements are identical to the earlier version. Therefore, the pre-existing research foundation applies.

The Framework for Teaching (2011 Revised Edition) is specifically enhanced to be used as an evaluation instrument. The enhancements contained in the Framework for Teaching (2011 Revised Edition) are based on lessons learned from the Measures of Effective Teaching (MET) Project, a large scale research study funded by the Bill & Melinda Gates Foundation that used the Framework for Teaching to evaluate over 20,000 classroom lessons.

Based on her experience with the MET Project, Charlotte Danielson has enhanced her Framework for Teaching (2011 Revised Edition) to be even more effective, precise, and useful as a tool for teacher evaluation.

See below for a summary of the key changes from the old version to the newly updated Framework for Teaching (2011 Revised Edition).

Old version of the Framework for Teaching	Framework for Teaching (2011 Revised Edition)
Rubrics for each component contain general language helpful for professional development but not well suited for precise evaluation.	Rubrics for each component have been revised to include more precise language enabling for better observer discernment between teacher performance at different levels.
Absence of Critical Attributes makes it difficult to identify instructional evidence tied to each component and performance level.	Critical Attributes have been added for each Component and performance level. Critical attributes are specific observable teacher and/or student behaviors or actions that are evidence of a teacher's performance at a specific performance level relative to a particular Component.
Absence of possible teaching examples means that observers must generate their own examples without being sure they are accurate.	Possible teaching examples have been added for each level of performance, for each Component, to assist observer in determining examples of classroom practice that would observe as evidence for each Component.

With these new additions and adjustments, the Framework for Teaching (2011 Revised Edition) is now the best, most reliable instrument available for high-stakes evaluation of teaching.

<b>Domain 1:</b>	<b>Planning and Preparation</b>			
<b>1a: Demonstrating Knowledge of Content and Pedagogy</b>	<p>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.</p> <p>The elements of component 1a are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Knowledge of content and the structure of the discipline <i>Every discipline has a dominant structure, with smaller components or strands, central concepts and skills</i></li> <li><input type="checkbox"/> Knowledge of prerequisite relationships <i>Some disciplines, for example mathematics, have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.</i></li> <li><input type="checkbox"/> Knowledge of content-related pedagogy <i>Different disciplines have “signature pedagogies” that have evolved over time and found to be most effective in teaching.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson and unit plans that reflect important concepts in the discipline</li> <li><input type="checkbox"/> Lesson and unit plans that accommodate prerequisite relationships among concepts and skills</li> <li><input type="checkbox"/> Clear and accurate classroom explanations</li> <li><input type="checkbox"/> Accurate answers to student questions</li> <li><input type="checkbox"/> Feedback to students that furthers learning</li> <li><input type="checkbox"/> Inter-disciplinary connections in plans and practice</li> </ul>			
	<b>Unsatisfactory</b>	<b>Needs</b>	<b>Proficient</b>	<b>Excellent</b>
<b>1a: Demonstrating Knowledge of Content and Pedagogy</b>	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher’s plans and practice display little understanding of relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher’s plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating misconceptions.

<b>Critical Attributes</b>	<input type="checkbox"/> Teacher makes content errors. <input type="checkbox"/> Teacher does not consider prerequisite relationships when planning. <input type="checkbox"/> Teacher's plans use inappropriate strategies for the discipline.	<input type="checkbox"/> Teacher is familiar with the discipline but does not see conceptual relationships. <input type="checkbox"/> Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. <input type="checkbox"/> Lesson and unit plans use limited instructional strategies and some are not suitable to the content.	<input type="checkbox"/> The teacher can identify important concepts of the discipline, and their relationships to one another. <input type="checkbox"/> The teacher consistently provides clear explanations of the content. <input type="checkbox"/> The teacher answers student questions accurately and provides feedback that furthers their learning. <input type="checkbox"/> The teacher seeks out content-related professional development.	In addition to the characteristics of "proficient," <input type="checkbox"/> Teacher cites intra- and inter- disciplinary content relationships. <input type="checkbox"/> Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.
<b>Possible Examples</b>	<input type="checkbox"/> The teacher says, "The official language of Brazil is Spanish, just like other South American countries." <input type="checkbox"/> The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." <input type="checkbox"/> The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words.	<input type="checkbox"/> The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together. <input type="checkbox"/> The teacher plans to forge ahead with a lesson on addition with re-grouping, even though some students have not fully grasped place value. <input type="checkbox"/> The teacher always plans the same routine to study spelling: pre-test on Monday, copy the words 5 times each on Tuesday and Wednesday, test on Friday.	<input type="checkbox"/> The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. <input type="checkbox"/> The teacher realized her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angle measurement. <input type="checkbox"/> The teacher plans to expand a unit on civics by having students simulate a court trial.	<input type="checkbox"/> In a unit on 19 <sup>th</sup> century literature, the teacher incorporates information about the history of the same period. <input type="checkbox"/> Before beginning a unit on the solar system, the teacher surveys the class on their beliefs as to why it is hotter in the summer than in the winter.

<b>Domain 1:</b>	<b>Planning and Preparation</b>
<b>1b: Demonstrating Knowledge of Students</b>	<p>Teachers don't teach content in the abstract; they teach it to <i>students</i>. 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 that 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.</p> <p>The elements of component 1b are:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Knowledge of child and adolescent development <i>Children learn differently at different stages of their lives</i></li><li><input type="checkbox"/> Knowledge of the learning process <i>Learning requires active intellectual engagement</i></li><li><input type="checkbox"/> Knowledge of students' skills, knowledge, and language proficiency <i>Children's lives beyond school influence their learning</i></li><li><input type="checkbox"/> Knowledge of students' interest and cultural heritage <i>Children's backgrounds influence their learning</i></li><li><input type="checkbox"/> Knowledge of students' special needs <i>Children do not all develop in a typical fashion</i></li></ul> <p>Indicators include:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Teacher gathers formal and informal information about students for use in planning instruction</li><li><input type="checkbox"/> Teacher learns student interests and needs for use in planning</li><li><input type="checkbox"/> Teacher participation in community cultural events</li><li><input type="checkbox"/> Teacher-designed opportunities for families to share heritage</li><li><input type="checkbox"/> Database of students with special needs</li></ul>

	Unsatisfactory	Needs	Proficient	Excellent
<b>1b: Demonstrating Knowledge of Students</b>	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	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. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	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.
<b>Critical Attributes</b>	<input type="checkbox"/> Teacher does not understand child development characteristics and has unrealistic expectations for students. <input type="checkbox"/> Teacher does not try to ascertain varied ability levels among students in the class. <input type="checkbox"/> Teacher is not aware of student interests or cultural heritages. <input type="checkbox"/> Teacher takes no responsibility to learn about students' medical or learning disabilities.	<input type="checkbox"/> Teacher cites developmental theory, but does not seek to integrate it into lesson planning. <input type="checkbox"/> Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group." <input type="checkbox"/> The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences. <input type="checkbox"/> The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.	<input type="checkbox"/> The teacher knows, for groups of students, their levels of cognitive development <input type="checkbox"/> The teacher is aware of the different cultural groups in the class. <input type="checkbox"/> The teacher has a good idea of the range of interests of students in the class. <input type="checkbox"/> The teacher has identified "high," "medium," and "low" groups of students within the class. <input type="checkbox"/> The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning. <input type="checkbox"/> The teacher is aware of the special needs represented by students in the class.	In addition to the characteristics of "proficient," <input type="checkbox"/> The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. <input type="checkbox"/> The teacher seeks out information about their cultural heritage from all students. <input type="checkbox"/> The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

<p><b>Possible Examples</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/>The lesson plan includes a teacher presentation for an entire 30 minute period to a group of 7-year olds.</li> <li><input type="checkbox"/>The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.</li> <li><input type="checkbox"/>The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented amongst his students.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/>The teacher's lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students.</li> <li><input type="checkbox"/>In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.</li> <li><input type="checkbox"/>Lesson plans make only peripheral reference to students' interests.</li> <li> </li> <li><input type="checkbox"/>The teacher knows that some of her students have IEPs but they're so long, she hasn't read them yet.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/>The teacher creates an assessment of students' levels of cognitive development.</li> <li><input type="checkbox"/>The teacher examines students' previous year's folders to ascertain the proficiency levels of groups of students in the class,</li> <li><input type="checkbox"/>The teacher administers a student interest survey at the beginning of the school year.</li> <li><input type="checkbox"/>The teacher plans activities based</li> <li> </li> <li>on student interests.</li> <li><input type="checkbox"/>The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.</li> <li><input type="checkbox"/>The teacher realizes that not all of his students are Christian, so he plans to read a Hanukah story in December.</li> <li><input type="checkbox"/>The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their Social Studies unit studying South America.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/>The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.</li> <li><input type="checkbox"/>The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning.</li> <li><input type="checkbox"/>The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging, but not too difficult.</li> <li><input type="checkbox"/>The teacher attended the local Mexican heritage day, meeting several of his students' extended family members.</li> <li><input type="checkbox"/>The teacher regularly creates adapted assessment materials for several students with learning disabilities.</li> </ul>
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<b>Domain 1:</b>	<b>Planning and Preparation</b>
<b>1c: Setting Instructional Outcomes</b>	<p>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 <i>do</i>, but what they will <i>learn</i>. 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.</p> <p>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 <i>like</i> to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines.</p> <p>The elements of component 1c are:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Value, sequence, and alignment <i>Students must be able to build their understanding of important ideas from concept to concept</i></li><li><input type="checkbox"/> Clarity <i>Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment</i></li><li><input type="checkbox"/> Balance <i>Outcomes should reflect different types of learning: such as knowledge, conceptual understanding, and thinking skills</i></li><li><input type="checkbox"/> Suitability for diverse students <i>Outcomes must be appropriate for all students in the class</i></li></ul> <p>Indicators include:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Outcomes of a challenging cognitive level</li><li><input type="checkbox"/> Statements of student learning, not student activity</li><li><input type="checkbox"/> Outcomes central to the discipline and related to those in other disciplines</li><li><input type="checkbox"/> Permit assessment of student attainment</li><li><input type="checkbox"/> Differentiated for students of varied ability</li></ul>

	Unsatisfactory	Needs	Proficient	Excellent
<b>1c: Setting Instructional Outcomes</b>	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of
<b>Critical Attributes</b>	<input type="checkbox"/> Outcomes lack rigor. <input type="checkbox"/> Outcomes do not represent important learning in the discipline. <input type="checkbox"/> Outcomes are not clear or are stated as activities. <input type="checkbox"/> Outcomes are not suitable for many students in the class.	<input type="checkbox"/> Outcomes represent a mixture of low expectations and rigor. <input type="checkbox"/> Some outcomes reflect important learning in the discipline. <input type="checkbox"/> Outcomes are suitable for most of the class.	<input type="checkbox"/> Outcomes represent high expectations and rigor. <input type="checkbox"/> Outcomes are related to “big ideas” of the discipline. <input type="checkbox"/> Outcomes are written in terms of what students will learn rather than do. <input type="checkbox"/> Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication. <input type="checkbox"/> Outcomes are suitable to groups of students in the class, differentiated where necessary.	<i>In addition to the characteristics of “proficient,”</i> <input type="checkbox"/> Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing. <input type="checkbox"/> Teacher connects outcomes to previous and future learning <input type="checkbox"/> Outcomes are differentiated to encourage individual students to take educational risks.
<b>Possible Examples</b>	<input type="checkbox"/> A learning outcome for a fourth grade class is to make a poster illustrating a poem. <input type="checkbox"/> All the outcomes for a ninth grade history class are factual knowledge. <input type="checkbox"/> The topic of the social studies unit involves the concept of “revolutions” but the teacher only expects his students to remember the important dates of battles. <input type="checkbox"/> Despite having a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.	<input type="checkbox"/> Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. <input type="checkbox"/> The outcomes are written with the needs of the “middle” group in mind; however, the advanced students are bored, and some lower-level students struggle.	<input type="checkbox"/> One of the learning outcomes is for students to “appreciate the aesthetics of 18 <sup>th</sup> century English poetry.” <input type="checkbox"/> The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War. <input type="checkbox"/> The teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives.	<input type="checkbox"/> The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations. <input type="checkbox"/> Students will develop a concept map that links previous learning goals to those they are currently working on. <input type="checkbox"/> Some students identify additional learning .

Domain 1:	Planning and Preparation
<b>1d:</b> <b><i>Demonstrating Knowledge of Resources</i></b>	<p>Student learning is enhanced by a teacher’s skillful use of resources; some of these are provided by the school as “official” materials; others are secured by teachers through their own initiative. 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>The elements of component 1d are:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Resources for classroom use <i>Materials that align with learning outcomes</i></li><li><input type="checkbox"/> Resources to extend content knowledge and pedagogy <i>Those that can further teachers’ professional knowledge</i></li><li><input type="checkbox"/> Resources for students: <i>Materials that are appropriately challenging</i></li></ul> <p>Indicators include:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> District provided materials</li><li><input type="checkbox"/> Range of texts</li><li><input type="checkbox"/> Guest speakers</li><li><input type="checkbox"/> Internet resources</li><li><input type="checkbox"/> Materials provided by professional organizations</li><li><input type="checkbox"/> Teacher continuing professional education courses or professional groups</li><li><input type="checkbox"/> Community resources</li></ul>

	Unsatisfactory	Needs	Proficient	Excellent
<b>1d: Demonstrating Knowledge of Resources</b>	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
<b>Critical Attributes</b>	<input type="checkbox"/> The teacher only uses district-provided materials, even when more variety would assist some students. <input type="checkbox"/> The teacher does not seek out resources available to expand his/her own skill. <input type="checkbox"/> Although aware of some student needs, the teacher does not inquire about possible resources.	<input type="checkbox"/> The teacher uses materials in the school library, but does not search beyond the school for resources. <input type="checkbox"/> The teacher participates in content-area workshops offered by the school, but does not pursue other professional development. <input type="checkbox"/> The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.	<input type="checkbox"/> Texts are at varied levels. <input type="checkbox"/> Texts are supplemented by guest speakers and field experiences. <input type="checkbox"/> Teacher facilitates Internet resources. <input type="checkbox"/> Resources are multi-disciplinary. <input type="checkbox"/> Teacher expands knowledge with professional learning groups and organizations. <input type="checkbox"/> Teacher pursues options offered by universities. <input type="checkbox"/> Teacher provides lists of resources outside the class for students to draw on.	<i>In addition to the characteristics of "proficient,"</i> <input type="checkbox"/> Texts are matched to student skill level. <input type="checkbox"/> The teacher has ongoing relationship with colleges and universities that support student learning. <input type="checkbox"/> The teacher maintains log of resources for student reference. <input type="checkbox"/> The teacher pursues apprenticeships to increase discipline knowledge. <input type="checkbox"/> The teacher facilitates student contact with resources outside the classroom.
<b>Possible Examples</b>	<input type="checkbox"/> For their unit on China, the students accessed all of their information from the district-supplied textbook. <input type="checkbox"/> Mr. J is not sure how to teach fractions, but doesn't know how he's expected to learn it by himself. <input type="checkbox"/> A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment."	<input type="checkbox"/> For a unit on ocean life; the teacher really needs more books, but the school library only has three for him to borrow. <input type="checkbox"/> The teacher knows she should learn more about teaching literacy, but the school only offered one professional development day last year. <input type="checkbox"/> The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.	<input type="checkbox"/> The teacher provides her 5 <sup>th</sup> graders a range of non-fiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts. <input type="checkbox"/> The teacher took an online course on Literature to expand her knowledge of great American writers. <input type="checkbox"/> The teacher distributes a list of summer reading materials that would help prepare his 8 <sup>th</sup> graders' transition to high school.	<input type="checkbox"/> The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies. <input type="checkbox"/> The teacher spends the summer at Dow Chemical learning more about current research so she can expand her knowledge base for teaching Chemistry. <input type="checkbox"/> The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.

<b>Domain 1:</b>	<b>Planning and Preparation</b>
<b>1e: Designing Coherent Instruction</b>	<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 Excellent 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 elements of component 1e are:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Learning activities <i>Instruction designed to engage students and advance them through the content</i></li><li><input type="checkbox"/> Instructional materials and resources <i>Appropriate to the learning needs of the students</i></li><li><input type="checkbox"/> Instructional groups <i>Intentionally organized to support student learning</i></li><li><input type="checkbox"/> Lesson and unit structure <i>Clear and sequenced to advance students’ learning</i></li></ul> <p>Indicators include:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Lessons that support instructional outcomes and reflect important concepts</li><li><input type="checkbox"/> Instructional maps that indicate relationships to prior learning</li><li><input type="checkbox"/> Activities that represent high-level thinking</li><li><input type="checkbox"/> Opportunities for student choice</li><li><input type="checkbox"/> The use of varied resources</li><li><input type="checkbox"/> Thoughtfully planned learning groups</li><li><input type="checkbox"/> Structured lesson plan</li></ul>

	Unsatisfactory	Needs	Proficient	Excellent
<b>1e: Designing Coherent Instruction</b>	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
<b>Critical Attributes</b>	<input type="checkbox"/> Learning activities are boring and/or not well aligned to the instructional goals. <input type="checkbox"/> Materials are not engaging or do not meet instructional outcomes. <input type="checkbox"/> Instructional groups do not support learning. <input type="checkbox"/> Lesson plans are not structured or sequenced and are unrealistic in their expectations.	<input type="checkbox"/> Learning activities are moderately challenging. <input type="checkbox"/> Learning resources are suitable, but there is limited variety. <input type="checkbox"/> Instructional groups are random or only partially support objectives. <input type="checkbox"/> Lesson structure is uneven or may be unrealistic in terms of time expectations.	<input type="checkbox"/> Learning activities are matched to instructional outcomes. <input type="checkbox"/> Activities provide opportunity for higher-level thinking. <input type="checkbox"/> Teacher provides a variety of appropriately challenging materials and resources. <input type="checkbox"/> Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. <input type="checkbox"/> The plan for the lesson or unit is well structured, with reasonable time allocations.	<i>In addition to the characteristics of "proficient,"</i> <input type="checkbox"/> Activities permit student choice. <input type="checkbox"/> Learning experiences connect to other disciplines. <input type="checkbox"/> Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. <input type="checkbox"/> Lesson plans differentiate for individual student needs.
<b>Possible Examples</b>	<input type="checkbox"/> After memorizing the parts of the microscope, the teacher plans to have his 9 <sup>th</sup> graders color in the worksheet. <input type="checkbox"/> Despite having a textbook that was 15 years old, the teacher plans to use that as the sole resource for his Communism unit. <input type="checkbox"/> The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting. <input type="checkbox"/> The teacher's lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test.	<input type="checkbox"/> After the mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught. <input type="checkbox"/> The teacher found an atlas to use as a supplemental resource during the geography unit. <input type="checkbox"/> The teacher always lets students self-select their working groups because they behave better when they can choose who they want to sit with. <input type="checkbox"/> The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.	<input type="checkbox"/> The teacher reviews her learning activities with a reference to high level "action verbs" and rewrites some of the activities to increase the challenge level. <input type="checkbox"/> The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration. <input type="checkbox"/> The teacher plans for students to complete projects in small groups; he carefully selects group members based on their ability level and learning style. <input type="checkbox"/> The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated.	<input type="checkbox"/> The teacher's unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to learning. <input type="checkbox"/> While completing their projects, the teacher's students will have access to a wide variety of resources that she has coded by reading level so they can make the best selections. <input type="checkbox"/> After the cooperative group lesson, students will reflect on their participation and make suggestions for new group arrangements in the future. <input type="checkbox"/> The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.

<b>Domain 1:</b>	<b>Planning and Preparation</b>
<b>1f: Designing Student Assessments</b>	<p>Good teaching requires both assessment <i>of</i> learning and assessment <i>for</i> learning. Assessments <i>of</i> 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 <i>for</i> 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.</p> <p>The elements of component 1e are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Congruence with instructional outcomes <i>Assessments must match learning expectations</i></li> <li><input type="checkbox"/> Criteria and standards <i>Expectations must be clearly defined</i></li> <li><input type="checkbox"/> Design of formative assessments <i>Assessments for learning must be planned as part of the instructional process</i></li> <li><input type="checkbox"/> Use for planning <i>Results of assessment guide future planning</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plans indicate correspondence between assessments and instructional outcomes</li> <li><input type="checkbox"/> Assessment types are suitable to the style of outcome</li> <li><input type="checkbox"/> Variety of performance opportunities for students</li> <li><input type="checkbox"/> Modified assessments are available for individual students as needed</li> <li><input type="checkbox"/> Expectations clearly written with descriptors for each level of performance</li> <li><input type="checkbox"/> Formative assessments are designed to inform minute-to-minute decision-making by the teacher during instruction</li> </ul>

	Unsatisfactory	Needs	Proficient	Excellent
<b>1f: Designing Student Assessments</b>	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
<b>Critical Attributes</b>	<input type="checkbox"/> Assessments do not match instructional outcomes. <input type="checkbox"/> Assessments have no criteria. <input type="checkbox"/> No formative assessments have been designed. <input type="checkbox"/> Assessment results do not affect future plans.	<input type="checkbox"/> Only some of the instructional outcomes are addressed in the planned assessments. <input type="checkbox"/> Assessment criteria are vague. <input type="checkbox"/> Plans refer to the use of formative assessments, but they are not fully developed. <input type="checkbox"/> Assessment results are used to design lesson plans for the whole class, not individual students.	<input type="checkbox"/> All the learning outcomes have a method for assessment. <input type="checkbox"/> Assessment types match learning expectations. <input type="checkbox"/> Plans indicate modified assessments for some students as needed. <input type="checkbox"/> Assessment criteria are clearly written. <input type="checkbox"/> Plans include formative assessments to use during instruction. <input type="checkbox"/> Lesson plans indicate possible adjustments based on formative assessment data.	<i>In addition to the characteristics of "proficient,"</i> <input type="checkbox"/> Assessments provide opportunities for student choice. <input type="checkbox"/> Students participate in designing assessments for their own work. <input type="checkbox"/> Teacher-designed assessments are authentic with real-world application, as appropriate. <input type="checkbox"/> Students develop rubrics according to teacher-specified learning objectives. <input type="checkbox"/> Students are actively involved in collecting information from formative assessments and provide input.
<b>Possible Examples</b>	<input type="checkbox"/> The teacher marks papers on the foundation of the U.S. constitution based on grammar and punctuation; for every mistake, the grade drops from an A to a B, B to a C, etc. <input type="checkbox"/> After the students present their research on Globalization, the teacher tells them their letter	<input type="checkbox"/> The district goal for the Europe unit is for students to understand geo- political relationships; the teacher plans to have the students memorize all the country capitals and rivers. <input type="checkbox"/> The teacher's students received their tests back; each one was simply marked with a letter grade at the top.	<input type="checkbox"/> Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation. <input type="checkbox"/> Ms. M worked on a writing rubric for her research assessment; she drew on multiple sources to be sure the levels of expectation were	<input type="checkbox"/> To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue that is important to the students: the use of cell phones in class. <input type="checkbox"/> Mr. J's students will write a rubric for their final project on the benefits of solar energy; Mr. J has shown

	Unsatisfactory	Needs	Proficient	Excellent
	<p><i>grade; when students asked how he arrived at the grade, he responds, "After all these years in education, I just know what grade to give."</i></p> <p><input type="checkbox"/> <i>The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?"</i></p> <p><input type="checkbox"/> <i>The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving."</i></p>	<p><input type="checkbox"/> <i>The plan indicates that the teacher will pause to "check for understanding" but without a clear process of how that will be done.</i></p> <p><input type="checkbox"/> <i>A student says, "If half the class passed the test, why are we all reviewing the material again?"</i></p>	<p><i>clearly defined.</i></p> <p><input type="checkbox"/> <i>Mr. C creates a short questionnaire to distribute to his students at the end of class; based on their responses, he will organize them into different groups during the next lesson's activities.</i></p> <p><input type="checkbox"/> <i>Based on the previous morning's formative assessment, Ms. D plans to have five students to work on a more challenging project, while she works with 6 other students to reinforce the concept.</i></p>	<p><i>them several sample rubrics and they will refer to those as they create a rubric of their own.</i></p> <p><input type="checkbox"/> <i>After the lesson Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.</i></p> <p><input type="checkbox"/> <i>Mrs. T has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with the teacher during workshop time.</i></p>

## Domain 2: The Classroom Environment

Component	2a: Creating an Environment of Respect and Rapport
<p><i>2a: Creating an environment of respect and rapport</i></p>	<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 elements of component 2a are listed below and are evaluated:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher interactions with students, including both words and actions <i>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.</i></li> <li><input type="checkbox"/> Student interactions with other students, including both words and actions <i>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.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Respectful talk and turn taking</i></li> <li><input type="checkbox"/> <i>Respect for students' background and lives outside of the classroom</i></li> <li><input type="checkbox"/> <i>Teacher and student body language</i></li> <li><input type="checkbox"/> <i>Physical proximity</i></li> <li><input type="checkbox"/> <i>Warmth and caring</i></li> <li><input type="checkbox"/> <i>Politeness</i></li> <li><input type="checkbox"/> <i>Encouragement</i></li> <li><input type="checkbox"/> <i>Active listening</i></li> <li><input type="checkbox"/> <i>Fairness</i></li> </ul>

	Unsatisfactory	Needs	Proficient	Excellent
<i>2a: Creating an environment of respect and rapport</i>	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral conveying	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals
<b>Critical Attributes</b>	<input type="checkbox"/> Teacher uses disrespectful talk towards students. Student body language indicates feelings of hurt or insecurity. <input type="checkbox"/> Students use disrespectful talk towards one another with no response from the teacher. <input type="checkbox"/> Teacher displays no familiarity with or caring about individual students' interests or personalities.	<input type="checkbox"/> The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. <input type="checkbox"/> Teacher attempts to respond to disrespectful behavior among students, with uneven results. <input type="checkbox"/> Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.	<input type="checkbox"/> Talk between teacher and students and among students is uniformly respectful. <input type="checkbox"/> Teacher responds to disrespectful behavior among students. <input type="checkbox"/> Teacher makes superficial connections with individual students.	In addition to the characteristics of "proficient," <input type="checkbox"/> Teacher demonstrates knowledge and caring about individual students' lives beyond school. <input type="checkbox"/> When necessary, students correct one another in their conduct towards classmates. <input type="checkbox"/> There is no disrespectful behavior among students. <input type="checkbox"/> The teacher's response to a student's incorrect response respects the student's dignity
<b>Possible Examples</b>	<input type="checkbox"/> A student slumps in his/her chair following a comment by the teacher. <input type="checkbox"/> Students roll their eyes at a classmate's idea; the teacher does not respond. <input type="checkbox"/> Many students talk when the teacher and other students are talking; the teacher does not correct them. <input type="checkbox"/> Some students refuse to work with other students. <input type="checkbox"/> Teacher does not call students by their names.	<input type="checkbox"/> Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking. <input type="checkbox"/> A few students do not engage with others in the classroom, even when put together in small groups. <input type="checkbox"/> Students applaud half-heartedly following a classmate's presentation to the class. <input type="checkbox"/> Teacher says "Don't talk that way to your classmates," but student shrugs his/her shoulders	<input type="checkbox"/> Teacher greets students by name as they enter the class or during the lesson. <input type="checkbox"/> The teacher gets on the same level with students, such as kneeling beside a student working at a desk. <input type="checkbox"/> Students attend fully to what the teacher is saying. <input type="checkbox"/> Students wait for classmates to finish speaking before beginning to talk. <input type="checkbox"/> Students applaud politely following a classmate's presentation to the class. <input type="checkbox"/> Students help each other and accept help from each other. <input type="checkbox"/> Teacher and students use courtesies such as "please/thank you, excuse me." <input type="checkbox"/> Teacher says "Don't talk that way to your classmates," and the insults stop.	<input type="checkbox"/> Teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies). <input type="checkbox"/> Students say "Shhh" to classmates while the teacher or another student is speaking. <input type="checkbox"/> Students clap enthusiastically for one another's presentations for a job well done. <input type="checkbox"/> The teacher says: "That's an interesting idea, Josh, but you're 'forgetting....'"

Component	2b: Establishing a Culture for Learning
<p><i>2b: Establishing a culture for learning</i></p>	<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>Elements of component 2b are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Importance of the content and of learning <i>In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.</i></li> <li><input type="checkbox"/> Expectations for learning and achievement <i>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.</i></li> <li><input type="checkbox"/> Student pride in work <i>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.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Belief in the value of the work</i></li> <li><input type="checkbox"/> <i>Expectations are high and supported through both verbal and nonverbal behaviors</i></li> <li><input type="checkbox"/> <i>Quality is expected and recognized</i></li> <li><input type="checkbox"/> <i>Effort and persistence are expected and recognized</i></li> <li><input type="checkbox"/> <i>Confidence in ability is evidenced by teacher and students language and behaviors</i></li> <li><input type="checkbox"/> <i>Expectation for all students to participate</i></li> </ul>

	Unsatisfactory	Needs	Proficient	Excellent
<i>2b: Establishing a culture for learning</i>	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a <u>natural aptitude for the subject</u> .	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
<b>Critical Attributes</b>	<input type="checkbox"/> The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments. <input type="checkbox"/> The teacher conveys to at least some students that the work is too challenging for them. <input type="checkbox"/> Students exhibit little or no pride in their work. <input type="checkbox"/> Class time is devoted more to socializing than to learning	<input type="checkbox"/> Teacher's energy for the work is neutral: indicating neither a high level of commitment nor “blowing it off.” <input type="checkbox"/> The teacher conveys high expectations for only some students. <input type="checkbox"/> Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work. <input type="checkbox"/> Many students indicate that they are looking for an “easy path.”	<input type="checkbox"/> The teacher communicates the importance of learning, and that with hard work all students can be successful in it. <input type="checkbox"/> The teacher demonstrates a high regard for student abilities. <input type="checkbox"/> Teacher conveys an expectation of high levels of student effort. <input type="checkbox"/> Students expend good effort to complete work of high quality.	In addition to the characteristics of “Proficient,” <input type="checkbox"/> The teacher communicates a genuine passion for the subject. <input type="checkbox"/> Students indicate that they are not satisfied unless they have complete understanding. <input type="checkbox"/> Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer. <input type="checkbox"/> Students recognize the efforts of their classmates. <input type="checkbox"/> Students take initiative in improving the quality of their work
<b>Possible Examples</b>	<input type="checkbox"/> The teacher tells students that they're doing a lesson because it's on the test, in the book, or is district directed. <input type="checkbox"/> Teacher says to a student: “Why don't you try this easier problem?” <input type="checkbox"/> Students turn in sloppy or incomplete work. <input type="checkbox"/> Students don't engage in work and the teacher ignores it. <input type="checkbox"/> Students have not completed their homework and the teacher does not respond. <input type="checkbox"/> Almost all of the activities are “busy work.”	<input type="checkbox"/> Teacher says: “Let's get through this.” <input type="checkbox"/> Teacher says: “I think most of you will be able to do this.” <input type="checkbox"/> Students consult with one another to determine how to fill in a worksheet, without challenging classmates' thinking. <input type="checkbox"/> Teacher does not encourage students who are struggling. <input type="checkbox"/> Some students get to work after an assignment is given or after entering the room.	<input type="checkbox"/> Teacher says: “This is important; you'll need to speak grammatical English when you apply for a job.” <input type="checkbox"/> Teacher says: “This idea is really important! It's central to our understanding of history.” <input type="checkbox"/> Teacher says: “Let's work on this together: it's hard, but you all will be able to do it well.” <input type="checkbox"/> Teacher hands a paper back to a student, saying “I know you can do a better job on this.” The student accepts it without complaint. <input type="checkbox"/> Students get right to work right away when an assignment is given or after entering the room	<input type="checkbox"/> The teacher says “It's really fun to find the patterns for factoring polynomials.” <input type="checkbox"/> Student asks a classmate to explain a concept or procedure since s/he didn't quite follow the teacher's explanation. <input type="checkbox"/> Students question one another on answers. <input type="checkbox"/> Student asks the teacher whether s/he can re-do a piece of work since s/he now sees how it could be strengthened. <input type="checkbox"/> Students work even when the teacher isn't working with them or directing their efforts.

Component	2c: Managing Classroom Procedures
2c: Managing classroom procedures	<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>Elements of Component 2c are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Management of instructional groups <i>Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher</i></li> <li><input type="checkbox"/> Management of transitions <i>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</i></li> <li><input type="checkbox"/> Management of materials and supplies <i>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</i></li> <li><input type="checkbox"/> Performance of non-instructional duties <i>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.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Smooth functioning of all routines</i></li> <li><input type="checkbox"/> <i>Little or no loss of instructional time</i></li> <li><input type="checkbox"/> <i>Students playing an important role in carrying out the routines</i></li> <li><input type="checkbox"/> <i>Students know what to do, where to move</i></li> </ul>

	<b>Unsatisfactory</b>	<b>Needs</b>	<b>Proficient</b>	<b>Excellent</b>
<i>2c Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
<b>Critical Attributes</b>	<input type="checkbox"/> Students not working with the teacher are disruptive to the class. <input type="checkbox"/> There are no established procedures for distributing and collecting materials. <input type="checkbox"/> Procedures for other activities are confused or chaotic.	<input type="checkbox"/> Small groups are only partially engaged while not working directly with the teacher. <input type="checkbox"/> Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough. <input type="checkbox"/> Classroom routines function unevenly.	<input type="checkbox"/> The students are productively engaged during small group work. <input type="checkbox"/> Transitions between large and small group activities are smooth. <input type="checkbox"/> Routines for distribution and collection of materials and supplies work efficiently. <input type="checkbox"/> Classroom routines function smoothly.	In addition to the characteristics of "proficient," <input type="checkbox"/> Students take the initiative with their classmates to ensure that their time is used productively. <input type="checkbox"/> Students themselves ensure that transitions and other routines are accomplished smoothly. <input type="checkbox"/> Students take initiative in distributing and collecting materials efficiently.
<b>Possible Examples</b>	<input type="checkbox"/> When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc. <input type="checkbox"/> There are long lines for materials and supplies or distributing supplies is time-consuming. <input type="checkbox"/> Students bump into one another lining up or sharpening pencils. <input type="checkbox"/> Roll-taking consumes much time at the beginning of the lesson and students are not working on anything. <input type="checkbox"/> Most students ask what they are to do or look around for clues from others.	<input type="checkbox"/> Some students not working with the teacher are not productively engaged in learning. <input type="checkbox"/> Transitions between large and small group activities are rough but they are accomplished. <input type="checkbox"/> Students are not sure what to do when materials are being distributed or collected. <input type="checkbox"/> Students ask some clarifying questions about procedures <input type="checkbox"/> The attendance or lunch count consumes more time than it would need if the procedure were more routinized.	<input type="checkbox"/> Students get started on an activity while the teacher takes attendance. <input type="checkbox"/> Students move smoothly between large and small group activities. <input type="checkbox"/> The teacher has an established timing device, such as counting down, to signal students to return to their desks. <input type="checkbox"/> Teacher has an established attention signal, such as raising a hand, or dimming the lights. <input type="checkbox"/> One member of each small group collects materials for the table. <input type="checkbox"/> There is an established color-coded system indicating where materials should be stored. <input type="checkbox"/> In small group work, students have established roles, they listen to one another, summarize g different views, etc. <input type="checkbox"/> Clean-up at the end of a lesson is fast and efficient.	<input type="checkbox"/> Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work. <input type="checkbox"/> A student reminds classmates of the roles that they are to play within the group. <input type="checkbox"/> A student re-directs a classmate to the table s/he should be at following a transition. <input type="checkbox"/> Students propose an improved attention signal. <input type="checkbox"/> Students independently check themselves into class on the attendance board.

Domain 2:	The Classroom Environment
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, without being authoritarian. 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>Elements of Component 2d are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Expectations <i>It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented</i></li> <li><input type="checkbox"/> Monitoring of student behavior <i>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</i></li> <li><input type="checkbox"/> Response to student misbehavior <i>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 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.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clear standards of conduct, possibly posted, and possibly referred to during a lesson</li> <li><input type="checkbox"/> Absence of acrimony between teacher and students concerning behavior</li> <li><input type="checkbox"/> Teacher awareness of student conduct</li> <li><input type="checkbox"/> Preventive action when needed by the teacher</li> <li><input type="checkbox"/> Fairness</li> <li><input type="checkbox"/> Absence of misbehavior</li> </ul>

	<b>Unsatisfactory</b>	<b>Needs</b>	<b>Proficient</b>	<b>Excellent</b>
<i>2d Managing Student Behavior</i>	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and
<i>Critical Attributes</i>	<input type="checkbox"/> <i>The classroom environment is chaotic, with no apparent standards of conduct.</i> <input type="checkbox"/> <i>The teacher does not monitor student behavior.</i> <input type="checkbox"/> <i>Some students violate classroom rules, without apparent teacher awareness.</i> <input type="checkbox"/> <i>When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</i>	<input type="checkbox"/> <i>Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</i> <input type="checkbox"/> <i>Teacher attempts to keep track of student behavior, but with no apparent system.</i> <input type="checkbox"/> <i>The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.</i>	<input type="checkbox"/> <i>Standards of conduct appear to have been established.</i> <input type="checkbox"/> <i>Student behavior is generally appropriate.</i> <input type="checkbox"/> <i>The teacher frequently monitors student behavior.</i> <input type="checkbox"/> <i>Teacher's response to student misbehavior is effective.</i> <input type="checkbox"/> <i>Teacher acknowledges good behavior.</i>	In addition to the characteristics of "proficient," <input type="checkbox"/> <i>Student behavior is entirely appropriate; no evidence of student misbehavior.</i> <input type="checkbox"/> <i>The teacher monitors student behavior without speaking – just moving about.</i> <input type="checkbox"/> <i>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</i>
<i>Possible Examples</i>	<input type="checkbox"/> <i>Students are talking among themselves, with no attempt by the teacher to silence them.</i> <input type="checkbox"/> <i>An object flies through the air without apparent teacher notice.</i> <input type="checkbox"/> <i>Students are running around the room, resulting in a chaotic environment.</i> <input type="checkbox"/> <i>Their phones and other electronics</i>	<input type="checkbox"/> <i>Classroom rules are posted, but neither teacher nor students refers to them.</i> <input type="checkbox"/> <i>The teacher repeatedly asks students to take their seats; they ignore him/her.</i> <input type="checkbox"/> <i>To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."</i>	<input type="checkbox"/> <i>Upon a non-verbal signal from the teacher, students correct their behavior.</i> <input type="checkbox"/> <i>The teacher moves to every section of the classroom, keeping a close eye on student behavior.</i> <input type="checkbox"/> <i>The teacher gives a student a "hard look," and the student stops talking to his/her neighbor.</i>	<input type="checkbox"/> <i>A student suggests a revision in one of the classroom rules.</i> <input type="checkbox"/> <i>The teacher notices that some students are talking among themselves, and without a word, moves nearer to them; the talking stops.</i> <input type="checkbox"/> <i>The teacher asks to speak to a student privately about misbehavior.</i> <input type="checkbox"/> <i>A student reminds his/her classmates of the class rule about chewing gum.</i>

Component	2e: Organizing Physical Space
	<p>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.</p> <p>Elements of this component are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Safety and accessibility  <i>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.</i></li> <li><input type="checkbox"/> Arrangement of furniture and use of physical resources.  <i>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.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Pleasant, inviting atmosphere</i></li> <li><input type="checkbox"/> <i>Safe environment</i></li> <li><input type="checkbox"/> <i>Accessibility for all students</i></li> <li><input type="checkbox"/> <i>Furniture arrangement suitable for the learning activities</i></li> <li><input type="checkbox"/> <i>Effective use of physical resources including computer technology by both teacher and students</i></li> </ul>

	<b>Unsatisfactory</b>	<b>Needs</b>	<b>Proficient</b>	<b>Excellent</b>
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
<b>Critical Attributes</b>	<input type="checkbox"/> <i>There are physical hazards in the classroom, endangering student safety.</i> <input type="checkbox"/> <i>Many students can't see or hear the teacher or the board.</i> <input type="checkbox"/> <i>Available technology is not being used, even if available and its use would enhance the lesson.</i>	<input type="checkbox"/> <i>The physical environment is safe, and most students can see and hear.</i> <input type="checkbox"/> <i>The physical environment is not an impediment to learning, but does not enhance it.</i> <input type="checkbox"/> <i>The teacher makes limited use of available technology and other resources.</i>	<input type="checkbox"/> <i>The classroom is safe, and all students are able to see and hear.</i> <input type="checkbox"/> <i>The classroom is arranged to support the instructional goals and learning activities.</i> <input type="checkbox"/> <i>The teacher makes appropriate use of available technology.</i>	In addition to the characteristics of "proficient," <input type="checkbox"/> <i>Modifications are made to the physical environment to accommodate students with special needs.</i> <input type="checkbox"/> <i>There is total alignment between the goals of the lesson and the physical environment.</i> <input type="checkbox"/> <i>Students take the initiative to adjust the physical environment.</i> <input type="checkbox"/> <i>Teachers and students make extensive and imaginative use of available technology</i>
<b>Possible Examples</b>	<input type="checkbox"/> <i>There are electrical cords running around the classroom.</i> <input type="checkbox"/> <i>There is a pole in the middle of the room; some students can't see the board.</i> <input type="checkbox"/> <i>A white board is in the classroom, but it is facing the wall, indicating that it is rarely, if ever, used.</i>	<input type="checkbox"/> <i>The teacher ensures that dangerous chemicals are stored safely.</i> <input type="checkbox"/> <i>The classroom desks remains in two semicircles, even though the activity for small groups would be better served by moving the desks to make tables for a portion of the lesson.</i> <input type="checkbox"/> <i>The teacher tries to use a computer to illustrate a concept, but requires several attempts to make it work.</i>	<input type="checkbox"/> <i>There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.</i> <input type="checkbox"/> <i>Desks are moved to make tables so students can work together, or in a circle for a class discussion.</i> <input type="checkbox"/> <i>The use of an Internet connection enriches the lesson.</i>	<input type="checkbox"/> <i>Students ask if they can shift the furniture to better suit small group work, or discussion.</i> <input type="checkbox"/> <i>A student closes the door to shut out noise in the corridor, or lowers a blind to block the sun from a classmate's eyes.</i> <input type="checkbox"/> <i>A student suggests an application of the white board for an activity.</i>

### Domain 3: Instruction

Component	3a: Communicating With Students
	<p>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.</p> <p>Elements of Component 3a are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Expectations for learning <i>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.</i></li> <li><input type="checkbox"/> Directions for activities <i>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.</i></li> <li><input type="checkbox"/> Explanations of content <i>Skilled teachers, when explaining concepts to students, use 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.</i></li> <li><input type="checkbox"/> Use of oral and written language <i>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.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Clarity of lesson purpose</i></li> <li><input type="checkbox"/> <i>Clear directions and procedures specific to the lesson activities</i></li> <li><input type="checkbox"/> <i>Absence of content errors and clear explanations of concepts</i></li> <li><input type="checkbox"/> <i>Students understand the content</i></li> <li><input type="checkbox"/> <i>Correct and imaginative use of language</i></li> </ul>

	<b>Unsatisfactory</b>	<b>Needs</b>	<b>Proficient</b>	<b>Excellent</b>
<i>3a: Communicating with students</i>	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
<b>Critical Attributes</b>	<input type="checkbox"/> At no time during the lesson does the teacher convey to the students what they will be learning. <input type="checkbox"/> Students indicate through their questions that they are confused as to the learning task. <input type="checkbox"/> The teacher makes a serious content error that will affect students' understanding of the lesson. <input type="checkbox"/> Students indicate through body language or questions that they don't understand the content being presented. <input type="checkbox"/> Teacher's communications include errors of vocabulary or usage. <input type="checkbox"/> Vocabulary is inappropriate to the age or culture of the students.	<input type="checkbox"/> The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. <input type="checkbox"/> Teacher must clarify the learning task so students can complete it. <input type="checkbox"/> The teacher makes no serious content errors, although may make a minor error. <input type="checkbox"/> The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students. <input type="checkbox"/> Vocabulary and usage are correct but unimaginative. <input type="checkbox"/> Vocabulary is too advanced or juvenile for the students.	<input type="checkbox"/> The teacher states clearly, at some point during the lesson, what the students will be learning. <input type="checkbox"/> If appropriate, the teacher models the process to be followed in the task. <input type="checkbox"/> Students engage with the learning task, indicating that they understand what they are to do. <input type="checkbox"/> The teacher makes no content errors. <input type="checkbox"/> Teacher's explanation of content is clear, and invites student participation and thinking. <input type="checkbox"/> Vocabulary and usage are correct and completely suited to the lesson. <input type="checkbox"/> Vocabulary is appropriate to the students' ages and levels of development.	<i>In addition to the characteristics of "proficient,"</i> <input type="checkbox"/> The teacher points out possible areas for misunderstanding. <input type="checkbox"/> Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. <input type="checkbox"/> All students seem to understand the presentation. <input type="checkbox"/> The teacher invites students to explain the content to the class, or to classmates. <input type="checkbox"/> Teacher uses rich language, offering brief vocabulary lessons where appropriate.
<b>Possible Examples</b>	<input type="checkbox"/> A student asks: "What are we supposed to be doing?" but the teacher ignores the question. <input type="checkbox"/> The teacher states that to add fractions, they must have the same numerator. <input type="checkbox"/> Students have a quizzical look on their faces; some may withdraw from the lesson. <input type="checkbox"/> Students become disruptive, or talk	<input type="checkbox"/> The teacher mis-pronounces "..." <input type="checkbox"/> The teacher says: "And oh, by the way, today we're going to factor polynomials." <input type="checkbox"/> A student asks: "What are we supposed to be doing?" and the teacher clarifies the task. <input type="checkbox"/> Students ask "What do I write here?" in order to complete a task. <input type="checkbox"/> The teacher says: "Watch me while I show you how to ...." with students	<input type="checkbox"/> "By the end of today's lesson, you're all going to be able to factor different types of polynomials." <input type="checkbox"/> In the course of a presentation of content, the teacher asks of students: "Can anyone think of an example of that?" <input type="checkbox"/> The teacher uses a board or projection device so students can refer to it without requiring the teacher's attention.	<input type="checkbox"/> The teacher says: "Here's a spot where some students have difficulty:...be sure to read it carefully." <input type="checkbox"/> The teacher asks a student to explain the task to other students. <input type="checkbox"/> When needed, a student offers clarification about the learning task to classmates. <input type="checkbox"/> The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day, or by the water in a hose that has

	<b>Unsatisfactory</b>	<b>Needs</b>	<b>Proficient</b>	<b>Excellent</b>
	<p><i>follow the lesson.</i></p> <p><input type="checkbox"/> <i>The teacher uses technical terms with an elementary class without explaining their meanings.</i></p> <p><input type="checkbox"/> <i>The teacher says "ain't."</i></p>	<p><i>asked only to listen.</i></p> <p><input type="checkbox"/> <i>A number of students do not seem to be following the explanation.</i></p> <p><input type="checkbox"/> <i>Students are inattentive during the teacher's explanation of content.</i></p>		<p><i>been sitting in the sun.</i></p> <p><input type="checkbox"/> <i>The teacher says: "Who would like to explain this idea to us?"</i></p> <p><input type="checkbox"/> <i>The teacher pauses during an explanation of the civil rights movement to remind students that the prefix "in" as in "inequality" means "not." The prefix "un" also means the same thing.</i></p>

Component	3b: Using Questioning and Discussion Techniques
	<p>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.</p> <p>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.</p> <p>In order for students to formulate 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.</p> <p>Elements of component 3b are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quality of questions/prompts <i>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.</i></li> <li><input type="checkbox"/> Discussion techniques <i>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.</i></li> <li><input type="checkbox"/> Student participation <i>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.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Questions of high cognitive challenge, formulated by both students and teacher</li> <li><input type="checkbox"/> Questions with multiple correct answers, or multiple approaches even when there is a single correct response</li> <li><input type="checkbox"/> Effective use of student responses and ideas</li> </ul>

	Unsatisfactory	Needs	Proficient	Excellent
<i>3b: Using questioning / prompts and discussion</i>	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.  Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
<b>Critical Attributes</b>	<input type="checkbox"/> Questions are rapid-fire, and convergent, with a single correct answer. <input type="checkbox"/> Questions do not invite student thinking. <input type="checkbox"/> All discussion is between teacher and students; students are not invited to speak directly to one another. <input type="checkbox"/> A few students dominate the discussion.	<input type="checkbox"/> Teacher frames some questions designed to promote student thinking, but only a few students are involved. <input type="checkbox"/> The teacher invites students to respond directly to one another's ideas, but few students respond. <input type="checkbox"/> Teacher calls on many students, but only a small number actually participate in the discussion.	<input type="checkbox"/> Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers. <input type="checkbox"/> The teacher makes effective use of wait time. <input type="checkbox"/> The teacher builds on uses student responses to questions effectively. <input type="checkbox"/> Discussions enable students to talk to one another, without ongoing mediation by the teacher. <input type="checkbox"/> The teacher calls on most students, even those who don't initially volunteer. <input type="checkbox"/> Many students actively engage in the discussion.	<i>In addition to the characteristics of "proficient,"</i> <input type="checkbox"/> Students initiate higher-order questions. <input type="checkbox"/> Students extend the discussion, enriching it. <input type="checkbox"/> Students invite comments from their classmates during a discussion.
<b>Possible Examples</b>	<input type="checkbox"/> All questions are of the "recitation" type, such as "What is 3 x 4?" <input type="checkbox"/> The teacher asks a question for which the answer is on the board; students respond by reading it. <input type="checkbox"/> The teacher only calls on students who have their hands up.	<input type="checkbox"/> Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?" <input type="checkbox"/> The teacher asks: "Who has an idea about this?" but the same three students offer comments. <input type="checkbox"/> The teacher asks: "Michael, can you comment on Mary's idea?" but Michael does not respond, or makes a comment directly to the teacher.	<input type="checkbox"/> The teacher asks: "What might have happened if the colonists had not prevailed in the American war for independence?" <input type="checkbox"/> The teacher uses plural the form in asking questions, such as: "What are some things you think might contribute to...?" <input type="checkbox"/> The teacher asks: "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary. <input type="checkbox"/> The teacher asks a question and asks every student to write a brief response, then share with a partner before	<input type="checkbox"/> A student asks "How many ways are there to get this answer?" <input type="checkbox"/> A student says to a classmate: "I don't think I agree with you on this, because...." <input type="checkbox"/> A student asks of other students: "Does anyone have another idea as to how we might figure this out?" <input type="checkbox"/> A student asks "What if...?"

	Unsatisfactory	Needs	Proficient	Excellent
			<i>inviting a few to offer their ideas to the entire class.</i>	

Component	3c: Engaging Students in Learning
	<p>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.</p> <p>A lesson in which students are engaged usually has a discernible structure: a beginning, a 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.</p> <p>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.</p> <p>Elements of Component 3c are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Activities and assignments <i>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.</i></li> <li><input type="checkbox"/> Grouping of students <i>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.</i></li> <li><input type="checkbox"/> Instructional materials and resources <i>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.</i></li> <li><input type="checkbox"/> Structure and pacing <i>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.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Activities aligned with the goals of the lesson</li> <li><input type="checkbox"/> Student enthusiasm, interest, thinking, problem-solving, etc</li> <li><input type="checkbox"/> Learning tasks that require high-level student thinking and are aligned with lesson objectives</li> </ul>

	<b>Unsatisfactory</b>	<b>Needs</b>	<b>Proficient</b>	<b>Excellent</b>
<i>3c: Engaging students in learning</i>	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one
<b>Critical Attributes</b>	<input type="checkbox"/> Few students are intellectually engaged in the lesson. <input type="checkbox"/> Learning tasks require only recall or have a single correct response or method. <input type="checkbox"/> The materials used ask students only to perform rote tasks. <input type="checkbox"/> Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. <input type="checkbox"/> Instructional materials used are unsuitable to the lesson and/or the students. <input type="checkbox"/> The lesson drags, or is rushed.	<input type="checkbox"/> Some students are intellectually engaged in the lesson. <input type="checkbox"/> Learning tasks are a mix of those requiring thinking and recall. <input type="checkbox"/> Student engagement with the content is largely passive, learning primarily facts or procedures. <input type="checkbox"/> Students have no choice in how they complete tasks. <input type="checkbox"/> The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. <input type="checkbox"/> The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking. <input type="checkbox"/> The pacing of the lesson is uneven; suitable in parts, but rushed or	<input type="checkbox"/> Most students are intellectually engaged in the lesson. <input type="checkbox"/> Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. <input type="checkbox"/> Students have some choice in how they complete learning tasks. <input type="checkbox"/> There is a mix of different types of groupings, suitable to the lesson objectives. <input type="checkbox"/> Materials and resources support the learning goals and require intellectual engagement, as appropriate. <input type="checkbox"/> The pacing of the lesson provides students the time needed to be intellectually engaged.	<i>In addition to the characteristics of "proficient,"</i> <input type="checkbox"/> Virtually all students are highly engaged in the lesson. <input type="checkbox"/> Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. <input type="checkbox"/> Students suggest modifications to the grouping patterns used. <input type="checkbox"/> Students have extensive choice in how they complete tasks. <input type="checkbox"/> Students suggest modifications or additions to the materials being used. <input type="checkbox"/> Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
<b>Possible Examples</b>	<input type="checkbox"/> Students are able to fill out the lesson worksheet without understanding what it's asking them to do. <input type="checkbox"/> The lesson drags, or feels rushed. <input type="checkbox"/> Students complete "busy work" activities.	<input type="checkbox"/> Students are asked to fill in a worksheet, following an established procedure. <input type="checkbox"/> There is a recognizable beginning, middle, and end to the lesson. <input type="checkbox"/> Parts of the lesson have a suitable pace; other parts drag or feel rushed.	<input type="checkbox"/> Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents. <input type="checkbox"/> Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table. <input type="checkbox"/> There is a clear beginning, middle, and end	<input type="checkbox"/> Students are asked to write an essay "in the style of Hemmingway." <input type="checkbox"/> A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. <input type="checkbox"/> Students identify or create their own learning materials. <input type="checkbox"/> Students summarize their learning from the lesson.

<b>Component</b>	<b>3d: Using Assessment in Instruction</b>
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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."

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.*
- ☐ 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

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|  | <ul style="list-style-type: none"><li><input type="checkbox"/> <i>Students assessing their own work against established criteria</i></li><li><input type="checkbox"/> <i>Teacher adjusting instruction in response to evidence of student understanding (or lack of it)</i></li></ul> |
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	<b>Unsatisfactory</b>	<b>Needs</b>	<b>Proficient</b>	<b>Excellent</b>
<i>3d: Using Assessment in Instruction</i>	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self- assessment. Questions/prompts/ assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.
<b>Critical Attributes</b>	<input type="checkbox"/> The teacher gives no indication of what high quality work looks like. <input type="checkbox"/> The teacher makes no effort to determine whether students understand the lesson. <input type="checkbox"/> Feedback is only global. <input type="checkbox"/> The teacher does not ask students to evaluate their own or classmates' work.	<input type="checkbox"/> There is little evidence that the students understand how their work will be evaluated. <input type="checkbox"/> Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. <input type="checkbox"/> Teacher requests global indications of student understanding. <input type="checkbox"/> Feedback to students is not uniformly specific, not oriented towards future improvement of work. <input type="checkbox"/> The teacher makes only minor attempts to engage students in self- or peer-assessment. <input type="checkbox"/> The teacher's attempts to adjust the lesson are partially successful.	<input type="checkbox"/> Students indicate that they clearly understand the characteristics of high-quality work. <input type="checkbox"/> The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. <input type="checkbox"/> Feedback includes specific and timely guidance for at least groups of students. <input type="checkbox"/> The teacher attempts to engage students in self- or peer-assessment. <input type="checkbox"/> When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.	In addition to the characteristics of "proficient," <input type="checkbox"/> There is evidence that students have helped establish the evaluation criteria. <input type="checkbox"/> Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. <input type="checkbox"/> Teacher makes frequent use of strategies to elicit information about individual student understanding. <input type="checkbox"/> Feedback to students is specific and timely, and is provided from many sources, including other students. <input type="checkbox"/> Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. <input type="checkbox"/> The teacher's adjustments to the lesson are designed to assist individual students.
<b>Possible Examples</b>	<input type="checkbox"/> A student asks: "How is this assignment going to be graded?" <input type="checkbox"/> A student asks "Does this quiz count towards my grade?" <input type="checkbox"/> The teacher forges ahead with a presentation without checking for understanding.	<input type="checkbox"/> Teacher asks: "Does anyone have a question?" <input type="checkbox"/> When a student completes a problem on the board, the teacher corrects the student's work without explaining why. <input type="checkbox"/> The teacher, after receiving a	<input type="checkbox"/> The teacher circulates during small group or independent work, offering suggestions to groups of students. <input type="checkbox"/> The teacher uses a specifically-formulated question to elicit evidence of student understanding. <input type="checkbox"/> The teacher asks students to look over	<input type="checkbox"/> The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them. <input type="checkbox"/> While students are working, the teacher circulates providing substantive feedback

	<input type="checkbox"/> The teacher says: "good job, everyone."	<i>correct response from one student, continues, without ascertaining whether all students understand the concept.</i>	<i>their papers to correct their errors.</i>	<input type="checkbox"/> The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding. <input type="checkbox"/> Students offer feedback to their classmates on their work. <input type="checkbox"/> Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.
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Component	3e: Demonstrating Flexibility and Responsiveness
	<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>Elements of component 3e are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson adjustment <i>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.</i></li> <li><input type="checkbox"/> Response to students <i>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.</i></li> <li><input type="checkbox"/> Persistence <i>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 efficacy.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Incorporation of student interests and events of the day into a lesson</i></li> <li><input type="checkbox"/> <i>Visible adjustment in the face of student lack of understanding</i></li> <li><input type="checkbox"/> <i>Teacher seizing on a “teachable moment”</i></li> </ul>

	Unsatisfactory	Needs	Proficient	Excellent
<b>3e: Demonstrating flexibility and responsiveness</b>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the
<b>Critical Attributes</b>	<input type="checkbox"/> Teacher ignores indications of student boredom or lack of understanding. <input type="checkbox"/> Teacher brushes aside student questions. <input type="checkbox"/> Teacher makes no attempt to incorporate student interests into the lesson. <input type="checkbox"/> The teacher conveys to students that when they have difficulty learning, it is their fault. <input type="checkbox"/> In reflecting on practice, the teacher does not indicate that it is important to reach all students.	<input type="checkbox"/> Teacher's efforts to modify the lesson are only partially successful. <input type="checkbox"/> Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson. <input type="checkbox"/> The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them. <input type="checkbox"/> In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.	<input type="checkbox"/> Teacher successfully makes a minor modification to the lesson. <input type="checkbox"/> Teacher incorporates students' interests and questions into the heart of the lesson. <input type="checkbox"/> The teacher conveys to students that she has other approaches to try when the students experience difficulty. <input type="checkbox"/> In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.	In addition to the characteristics of "proficient," <input type="checkbox"/> Teacher successfully executes a major lesson readjustment when needed. <input type="checkbox"/> Teacher seizes on a teachable moment to enhance a lesson. <input type="checkbox"/> The teacher conveys to students that he won't consider a lesson "finished" until every student understands, and that he has a broad range of approaches to use. <input type="checkbox"/> In reflecting on practice, the teacher can cite others in the school and beyond who she has contacted for assistance in reaching some students.
<b>Possible Examples</b>	<input type="checkbox"/> The teacher says: "We don't have time for that today." <input type="checkbox"/> The teacher makes no attempt to adjust the lesson based on student confusion. <input type="checkbox"/> The teacher says: "If you'd just pay attention, you could understand this."	<input type="checkbox"/> The teacher says: "I'll try to think of another way to come at this and get back to you." <input type="checkbox"/> The teacher says: "I realize not everyone understands this, but we can't spend any more time on it." <input type="checkbox"/> The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson.	<input type="checkbox"/> The teacher says: "That's an interesting idea; let's see how it fits." <input type="checkbox"/> The teacher illustrates a principle of good writing to a student using his interest in basketball as context. <input type="checkbox"/> The teacher says: "Let's try this way, and then uses another approach."	<input type="checkbox"/> The teacher stops in mid-stream in a lesson, and says: "This activity doesn't seem to be working! Here's another way I'd like you to try it." <input type="checkbox"/> The teacher incorporates the school's upcoming championship game into an explanation of averages. <input type="checkbox"/> The teacher says: "If we have to come back to this tomorrow, we will; it's really important that you understand it."

Domain 4:	Professional Responsibilities
<b>4a: Reflecting on Teaching</b>	<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>Elements of component 4a are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accuracy <i>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 teachers can provide specific examples from the lesson to support their judgments.</i></li> <li><input type="checkbox"/> Use in future teaching <i>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.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accurate reflections on a lesson</li> <li><input type="checkbox"/> Citations of adjustments to practice, drawing on a repertoire of strategies</li> </ul>

	<b>Unsatisfactory</b>	<b>Needs</b>	<b>Proficient</b>	<b>Excellent</b>
<b>4a Reflecting on Teaching</b>	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action
<b>Critical Attributes</b>	<input type="checkbox"/> The teacher considers the lesson but draws incorrect conclusions about its effectiveness. <input type="checkbox"/> The teacher makes no suggestions for improvement.	<input type="checkbox"/> The teacher has a general sense of whether or not instructional practices were effective. <input type="checkbox"/> The teacher offers general modifications for future instruction.	<input type="checkbox"/> The teacher accurately assesses the effectiveness of instructional activities used. <input type="checkbox"/> The teacher identifies specific ways in which a lesson might be improved.	<i>In addition to the characteristics of "proficient,"</i> <input type="checkbox"/> Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness. <input type="checkbox"/> Teacher's suggestions for improvement draw on an extensive repertoire.
<b>Possible Examples</b>	<input type="checkbox"/> Despite evidence to the contrary, the teachers says, "My students did great on that lesson!" <input type="checkbox"/> The teacher says: "That was awful; I wish I knew what to do!"	<input type="checkbox"/> At the end of the lesson the teacher says, "I guess that went okay." <input type="checkbox"/> The teacher says: "I guess I'll try x next time."	<input type="checkbox"/> The teacher says: "I wasn't pleased with the level of engagement of the students." <input type="checkbox"/> The teacher's journal indicates several possible lesson improvements.	<input type="checkbox"/> The teacher says: "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed." <input type="checkbox"/> In conversation with colleagues, the teacher considers different group strategies for improving a lesson.

Domain 4:	Professional Responsibilities			
<b>4b: Maintaining Accurate Records</b>	<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>Elements of component 4b are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student completion of assignments <i>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.</i></li> <li><input type="checkbox"/> Student progress in learning <i>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.</i></li> <li><input type="checkbox"/> Non-instructional records <i>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.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Routines and systems that track student completion of assignments</li> <li><input type="checkbox"/> Systems of information regarding student progress against instructional outcomes</li> <li><input type="checkbox"/> Processes of maintaining accurate non-instructional records</li> </ul>			
	Unsatisfactory	Needs	Proficient	Excellent
<b>4b Maintaining Accurate Records</b>	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.

<b>Critical Attributes</b>	<input type="checkbox"/> Absence of a system for either instructional or non-instructional records. <input type="checkbox"/> Record-keeping systems that are in disarray so as to provide incorrect or confusing information.	<input type="checkbox"/> The teacher has a process for recording student work completion. However, it may be out-of-date or does not permit students to access the information. <input type="checkbox"/> The teacher's process for tracking student progress is cumbersome to use. <input type="checkbox"/> The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.	<input type="checkbox"/> The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments. <input type="checkbox"/> The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. <input type="checkbox"/> The teacher's process for recording non-instructional information is both <i>efficient and effective</i> .	In addition to the characteristics of "proficient," <input type="checkbox"/> Students contribute to and maintain records indicating completed and outstanding work assignments. <input type="checkbox"/> Students contribute to and maintain data files indicating their own progress in learning. <input type="checkbox"/> Students contribute to maintaining non-instructional records for the class.
<b>Possible Examples</b>	<input type="checkbox"/> A student says, "I'm sure I turned in that assignment, but the teacher lost it!" <input type="checkbox"/> The teacher says, "I misplaced the writing samples for my class but it doesn't matter – I know what the students would have scored." <input type="checkbox"/> On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.	<input type="checkbox"/> A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!" <input type="checkbox"/> The teacher says: "I've got all these notes about how the kids are doing; I should put them into the system but I just don't have time." <input type="checkbox"/> On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just <del>before the bell rings</del> .	<input type="checkbox"/> The teacher-creates a link on the class website which students can access to check on any missing assignments. <input type="checkbox"/> The teacher's grade book records student progress toward learning goals. <input type="checkbox"/> The teacher-creates a spreadsheet for tracking which students have paid for their school pictures.	<input type="checkbox"/> A student from each team maintains the database of current and missing assignments for the team. <input type="checkbox"/> When asked about their progress in a class, a student proudly shows her data file and can explain how the documents indicate her progress toward learning goals. <input type="checkbox"/> When they bring in their permission slips for a field trip, students add their own information to the <del>database</del> .

Domain 4:	Professional Responsibilities
<b>4c:</b> <b><i>Communicating with Families</i></b>	<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>Elements of component 4c are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Information about the instructional program <i>Frequent information is provided to families, as appropriate, about the instructional program</i></li> <li><input type="checkbox"/> Information about individual students <i>Frequent information is provided to families, as appropriate, about students' individual progress</i></li> <li><input type="checkbox"/> Engagement of families in the instructional program <i>Successful and frequent engagement opportunities are offered to families so they can participate in the learning activities</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Frequent and culturally appropriate information sent home regarding the instructional program, and student progress</li> <li><input type="checkbox"/> Two-way communication between the teacher and families</li> <li><input type="checkbox"/> Frequent opportunities for families to engage in the learning process</li> </ul>

	Unsatisfactory	Needs	Proficient	Excellent
<b>4c: Communicating with Families</b>	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
<b>Critical Attributes</b>	<input type="checkbox"/> Little or no information regarding instructional program available to parents. <input type="checkbox"/> Families are unaware of their children's progress. <input type="checkbox"/> Lack of family engagement activities. <input type="checkbox"/> Culturally inappropriate communication.	<input type="checkbox"/> School or district-created materials about the instructional program are sent home. <input type="checkbox"/> Infrequent or incomplete information sent home by teachers about the instructional program. <input type="checkbox"/> Teacher maintains school-required grade book but does little else to inform families about student progress. <input type="checkbox"/> Teacher communications are sometimes inappropriate to families'	<input type="checkbox"/> Information about the instructional program is available on a regular basis. <input type="checkbox"/> The teacher sends information about student progress home on a regular basis. <input type="checkbox"/> Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.	<i>In addition to the characteristics of "proficient,"</i> <input type="checkbox"/> On a regular basis, students develop materials to inform their families about the instructional program. <input type="checkbox"/> Students maintain accurate records about their individual learning progress and frequently share this information with families. <input type="checkbox"/> Students contribute to regular and ongoing projects designed to engage families in the learning process.
<b>Possible Examples</b>	<input type="checkbox"/> A parent says, "I'd like to know what my kid is working on at school!" <input type="checkbox"/> A parent says, "I wish I knew something about my child's progress before the report card comes out." <input type="checkbox"/> A parent says, "I wonder why we never see any school work come home."	<input type="checkbox"/> A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class." <input type="checkbox"/> A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine." <input type="checkbox"/> Weekly quizzes are sent home for parent/guardian signature.	<input type="checkbox"/> The teacher-sends weekly newsletter home to families, including information that precedes homework, current class activities, community and/or school projects, field trips, etc. <input type="checkbox"/> The teacher-created monthly progress report sent home for each student. <input type="checkbox"/> The teacher sends home a project that asks students to interview a family member about growing up during the 1950's.	<input type="checkbox"/> Students-create materials for "Back to School" night that outline the approach for learning science. <input type="checkbox"/> Student daily reflection log describes learning and go home each week for a response from a parent or guardian. <input type="checkbox"/> Students-design a project on charting family use of plastics.

Domain 4:	Professional Responsibilities			
<b>4d: Participating in a Professional Community</b>	<p>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.</p> <p>Elements of component 4d are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Relationships with colleagues <i>Teachers maintain a professional collegial relationship that encourages sharing, planning and working together toward improved instructional skill and student success</i></li> <li><input type="checkbox"/> Involvement in a culture of professional inquiry <i>Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice</i></li> <li><input type="checkbox"/> Service to the school <i>Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects</i></li> <li><input type="checkbox"/> Participation in school and district projects <i>Teachers contribute to and support larger school and district projects designed to improve the professional community</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Regular teacher participation with colleagues to share and plan for student success</li> <li><input type="checkbox"/> Regular teacher participation in professional courses or communities that emphasize improving practice</li> <li><input type="checkbox"/> Regular teacher participation in school initiatives</li> </ul>			
<b>4d: Participating in a Professional Community</b>	<b>Unsatisfactory</b> Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	<b>Needs</b> Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	<b>Proficient</b> Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	<b>Excellent</b> Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.

<b>Critical Attributes</b>	<input type="checkbox"/> <i>The teacher's relationship with colleagues is characterized by negativity or combativeness.</i> <input type="checkbox"/> <i>The teacher purposefully avoids contributing to activities promoting professional inquiry.</i> <input type="checkbox"/> <i>The teacher avoids involvement in school activities and school district and community projects.</i>	<input type="checkbox"/> <i>The teacher has pleasant relationship with colleagues.</i> <input type="checkbox"/> <i>When invited, the teacher participates in activities related to professional inquiry.</i> <input type="checkbox"/> <i>When asked, the teacher participates in school activities, and school district and community projects.</i>	<input type="checkbox"/> <i>The teacher has supportive and collaborative relationships with colleagues.</i> <input type="checkbox"/> <i>The teacher regularly participates in activities related to professional inquiry.</i> <input type="checkbox"/> <i>The teacher frequently volunteers to participate in school events and school district and community projects.</i>	<i>In addition to the characteristics of "proficient,"</i> <input type="checkbox"/> <i>The teacher takes a leadership role in promoting activities related to professional inquiry.</i> <input type="checkbox"/> <i>The teacher regularly contributes to and leads events that positively impact school life.</i> <input type="checkbox"/> <i>The teacher regularly contributes to and leads significant school district and community projects.</i>
<b>Possible Examples</b>	<input type="checkbox"/> <i>The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, it will make him look good.</i> <input type="checkbox"/> <i>The teacher does not attend PLC meetings.</i> <input type="checkbox"/> <i>The teacher does not attend any school function after the dismissal bell.</i> <input type="checkbox"/> <i>The teacher says, "I work from 8:30 to 3:30 and not a minute more – I won't serve on any district committee unless they get me a substitute to cover my class."</i>	<input type="checkbox"/> <i>The teacher is polite, but never shares any instructional materials with his grade partners.</i> <input type="checkbox"/> <i>The teacher only attends PLC meetings when reminded by her supervisor.</i> <input type="checkbox"/> <i>The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance."</i> <input type="checkbox"/> <i>The teacher only contributes to the district Literacy committee when requested by the principal.</i>	<input type="checkbox"/> <i>The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during their team meetings.</i> <input type="checkbox"/> <i>The teacher has decided to take some of the free MIT courses online and to share his learning with colleagues.</i> <input type="checkbox"/> <i>The basketball coach is usually willing to chaperone the 9<sup>th</sup> grade dance because she knows all of her players will be there.</i> <input type="checkbox"/> <i>The teacher enthusiastically represents the school during the district Social Studies review and brings her substantial knowledge of U.S. history to the course writing team.</i>	<input type="checkbox"/> <i>The teacher leads the "mentor" teacher group at school, devoted to supporting new teachers during their first years of teaching.</i> <input type="checkbox"/> <i>The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.</i> <input type="checkbox"/> <i>The teacher leads the school's annual "Olympics" day, involving all students and faculty in athletic events.</i> <input type="checkbox"/> <i>The teacher leads the school district wellness committee, involving healthcare and nutrition specialists from the community.</i>

Domain 4:	Professional Responsibilities			
<b>4e: Growing and Developing Professionally</b>	<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>Elements of component 4e are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Enhancement of content knowledge and pedagogical skill <i>Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction</i></li> <li><input type="checkbox"/> Receptivity to feedback from colleagues <i>Teachers actively pursue networks that provide collegial support and feedback</i></li> <li><input type="checkbox"/> Service to the profession <i>Teachers are active in professional organizations serving to enhance their personal practice and so they can provide leadership and support to colleagues</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Frequent teacher attendance in courses and workshops; regular academic reading</li> <li><input type="checkbox"/> Participation in learning networks with colleagues; feedback freely shared</li> </ul>			
<b>4e: Growing and Developing Professionally</b>	<b>Unsatisfactory</b> Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	<b>Needs</b> Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession	<b>Proficient</b> Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators	<b>Excellent</b> Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
<b>Critical Attributes</b>	<input type="checkbox"/> <i>The teacher is not involved in any activity that might enhance knowledge or skill.</i> <input type="checkbox"/> <i>The teacher purposefully resists discussing performance with supervisors or colleagues.</i> <input type="checkbox"/> <i>The teacher ignores invitations to join professional organizations or attending conferences.</i>	<input type="checkbox"/> <i>The teacher participates in professional activities when required or when provided by the school district.</i> <input type="checkbox"/> <i>The teacher reluctantly accepts feedback from supervisors and colleagues.</i> <input type="checkbox"/> <i>The teacher contributes in a limited fashion to educational professional organizations.</i>	<input type="checkbox"/> <i>The teacher seeks regular opportunities for continued professional development.</i> <input type="checkbox"/> <i>The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.</i> <input type="checkbox"/> <i>The teacher actively participates in professional organizations designed to contribute to the profession.</i>	<i>In addition to the characteristics of "proficient,"</i> <input type="checkbox"/> <i>The teacher seeks regular opportunities for continued professional development, including initiating action research.</i> <input type="checkbox"/> <i>The teacher actively seeks feedback from supervisors and colleagues.</i> <input type="checkbox"/> <i>The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.</i>

<b>Possible Examples</b>	<input type="checkbox"/> <i>The teacher never takes continuing education courses, even though the credits would increase his salary.</i> <input type="checkbox"/> <i>The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she can simply discard the feedback form.</i> <input type="checkbox"/> <i>Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.</i>	<input type="checkbox"/> <i>The teacher politely attends district workshops and professional development days, but doesn't make much use of the materials received.</i> <input type="checkbox"/> <i>The teacher listens to his principal's feedback after a lesson, but isn't sure that the recommendations really apply in his situation.</i> <input type="checkbox"/> <i>The teacher joins the local chapter of the American Library Association because she might benefit from the free books – but otherwise doesn't feel it's worth too much of her time.</i>	<input type="checkbox"/> <i>The teacher eagerly attends the school district optional summer workshops finding them to be a wealth of instructional strategies he can use during the school year.</i> <input type="checkbox"/> <i>The teacher enjoys her principal's weekly walk through visits because they always lead to a valuable informal discussion during lunch the next day.</i> <input type="checkbox"/> <i>The teacher joined a Science Education Partnership and finds that it provides him access to resources for his classroom that truly benefit his students' conceptual understanding.</i>	<input type="checkbox"/> <i>The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.</i> <input type="checkbox"/> <i>The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.</i> <input type="checkbox"/> <i>The teacher founded a local organization devoted to Literacy Education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.</i>
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Domain 4:	Professional Responsibilities
<b>4f: Showing Professionalism</b>	<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>Elements of component 4f are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Integrity and ethical conduct <i>Teachers act with integrity and honesty</i></li> <li><input type="checkbox"/> Service to students <i>Teachers put students first in all considerations of their practice</i></li> <li><input type="checkbox"/> Advocacy <i>Teachers support their students' best interests, even in the face of traditional practice or beliefs</i></li> <li><input type="checkbox"/> Decision-making <i>Teachers solve problems with students' needs as a priority</i></li> <li><input type="checkbox"/> Compliance with school and district regulations <i>Teachers adhere to policies and procedures</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher has a reputation as someone who can be trusted and is often sought as a sounding board</li> <li><input type="checkbox"/> During committee or planning work, teacher frequently reminds participants that the students are the utmost priority</li> <li><input type="checkbox"/> Teacher will support students, even in the face of difficult situations or conflicting policies</li> <li><input type="checkbox"/> Teachers challenge existing practice in order to put students first</li> <li><input type="checkbox"/> Teacher consistently fulfills school district mandates regarding policies and procedures</li> </ul>

