# Sample School District

# Professional Growth and Evaluation Handbook

# for Licensed Educators

Our children have only one chance for a great education. Together we need to get it right.

**Introduction**

This handbook is the culmination of work initiated by the Sample School District Leadership team in the spring of 2013. Our team began their work by establishing the following guiding principles:

Key Message:

We will ensure that educator evaluations are rigorous, differentiated by level and subject area. Evaluations will provide meaningful feedback from a variety of sources and methodologies.

Rationale:

Because student success is reliant on educator effectiveness, it is imperative that we provide clear standards and expectations to educators to ensure their success.

Activity:

* Develop constructive evaluation practices and effective instruments that provide clear expectations differentiated by assignments.
* Provide educators and administrator training on evaluation systems.

We spent the spring reviewing research on effective educator evaluation systems and dialoging about components we would like to integrate into our system. Time and again the discussions came to focus on developing a system with two primary objectives. First, we know our system must emphasize educator growth and development. Second, we are committed to being accountable for student learning. As the expectations of principals continue to evolve from building managers to instructional leaders they too will be expected to make staff development and evaluation a priority.

Our extensive review of current research supports the premise that an effective evaluation system should include a formative component that calls for evaluators and peers to provide on-going feedback for improvement. In contrast to past-practices, the administrator will not be the only responsible party for educator growth and evaluation. Mentors, peers and team members can all provide support and serve in various capacities to help educators improve their practice.

**Statement of Philosophy**

We are committed to providing the best educational program for all of our students. We also believe that appraisal of performance is based on a cooperative spirit, open communication, and joint responsibility. Our system recognizes strengths and provides a means of support and improvement.

Just like with our students, we recognize that success for educators begins with clear expectations. On June 18, 2013 the school board, reviewed our recommendation to adopt Charlotte Danielson’s Framework for Teaching (FFT) as the standards for which educators are to become proficient. Throughout our work we reviewed a variety of different standards; but ultimately chose Danielson’s. The Framework for Teaching identifies those aspects of an educator’s responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning.

The following domains of teaching, as developed by Charlotte Danielson (2011) are listed as follows:

* Planning and Preparation: Educators’ plans are based on extensive content knowledge and understanding of students and are designed to engage students in significant learning. All aspects of the educator’s plans include instructional outcomes, learning activities, materials, resources, and assessments-are in complete alignment and are adapted as needed for individual students.
* Classroom Environment: The classroom environment functions smoothly, with highly positive personal interactions, high expectations, and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.
* Instruction: All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The educator persists in the search for approaches to meet the needs of every student.
* Professional Responsibilities: The educator’s ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in both school and district projects, and extensive professional development activities.

**Required Elements of Educator Evaluation & Support Systems**

Educator evaluation and support systems in Oregon must include the following five elements:

1. Standards of Professional Practice
2. Differentiated Performance Levels
3. Multiple Measures
4. Evaluation and Professional Growth Cycle
5. Aligned Professional Learning

**Oregon’s ESEA Flexibility Waiver**

In compliance with Oregon’s ESEA Flexibility waiver ODE is requiring districts to develop, adopt, pilot and implement high-quality educator evaluation systems. Sample School District participated in training regarding the Oregon Framework during the 2012-2013 school year. The District has incorporated all of the required elements to be implemented in 2013-2014.

**Educator Standards of Professional Practice: Model Core Teaching Standards**

The standards of professional practice are the cornerstone of an evaluation system. The Model Core Teaching Standards are the foundation of Oregon’s Evaluation Framework. These professional standards outline what educators should know and be able to do to ensure every student is ready for college, careers and engaged citizens of today’s world. These standards help frame a comprehensive definition of effective teaching and educational leadership.

The Sample School District has selected Charlotte Danielson’s Framework for Teaching Standards as the basis of our evaluation system. Danielson’s Framework aligns to Oregon State’s Model Core Teaching standards.

Oregon legislation (SB 290) called for the adoption of teaching and administrator standards to be included in all evaluations of educators and administrators in the school district. In December 2011, the State Board of Education adopted the Model Core Teaching Standards (OAR 581-022-1724) and the associated regulations for district evaluation systems (OAR 581-022-1723).

1. **The Learner and Learning**

**Standard # 1: Learner Development** (Domain 1b. 1c. 1e. & 3e.)

The educator understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences** (Domain 1b.)

The educator uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments** (Domain 2a. & 3c.)

The educator works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

1. **Content**

**Standard # 4: Content Knowledge** (Domain 1a. 1e. & 3e.)

The educator understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard # 5: Application of Content** (Domain 3a. 3d. & 3f.)

The educator understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

1. **Instructional Practice**

**Standard # 6: Assessment** (Domain 1f. & 3d)

The educator understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator’s and learner’s decision making.

**Standard #7: Planning for Instruction** (Domain 1b. & 1e)

The educator plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies** (Domain 3b. & 3c.)

The educator understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

1. **Professional Responsibility**

**Standard #9: Professional Learning and Ethical Practice** (Domain 4a. 4e. & 4f.)

The educator engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard # 10: Leadership and Collaboration** (Domain 4c. 4d. & 4f.)

The educator seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Differentiated Performance Levels**

Educators’ performance levels on the standards of professional practice are identified below.

1. Unsatisfactory: Does not meet standards; performs below the expectations for satisfactory performance under an identified standard; requires direct intervention and support to improve practice.
2. Basic: Making sufficient progress toward meeting this standard; meets expectations for satisfactory performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth.
3. Proficient: Consistently meets expectations for satisfactory performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning.
4. Distinguished: Consistently exceeds expectations for satisfactory performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities.

The expectation for performance is that at minimum - educators will perform at the “Basic” level. Any areas where the educator performs at the “Basic” level will be targeted areas for professional goal setting. Any areas marked at the “Unsatisfactory” level will be required areas of focus in Supervisor Directed Goals and or a Program of Assistance for Improvement.

A Program of Assistance for Improvement is a written plan for a contract educator that with reasonable specificity:

* Helps educators adapt and improve to meet changing demands.
* Identifies specific deficiencies in the contract educator’s conduct or performance.
* Sets forth corrective steps the contract educator may pursue to overcome or correct the deficiencies.
* Establishes the assessment techniques by which the district will measure and determine whether the educator has sufficiently corrected the deficiencies to meet district standards.

A Program of Assistance for Improvement must define specific deficiencies, specific actions to be taken by the educator, specific resources and assistance to be provided, appropriate monitoring and assessment of progress, designated timelines, and clear notice that failure to improve to a satisfactory level as designated by the evaluator will result in non-extension or dismissal.

If progress has been made but not all standards are consistently met by the designated timeline, then a new, revised, or extended Program of Assistance for improvement may be written. A Program of Assistance for Improvement may be extended in order for the educational leader to demonstrate the ability to sustain consistent performance.

**Multiple Measures**

A comprehensive evaluation system must include a variety of evidence-based measures to evaluate educator performance and effectiveness, grounded in the standards of professional practice. Multiple measures provide a more comprehensive view of the educator’s practice and contribution to student growth. Multiple measures provide multiple data sources. Due to the complex nature of teaching, a single measure does not provide sufficient evidence to evaluate performance. When combined, multiple measures provide a body of evidence that informs an educator’s evaluation resulting in a more accurate and valid judgment about performance and professional growth needs.

Multiple measures refer to the instruments, protocols, assessments, and processes used to collect evidence on performance and effectiveness.

All educators will be evaluated using a minimum of two measures from each of the three categories identified in the following graphic. These categories are interdependent and provide a three dimensional view of educator practices. Evaluators will look at evidence from all three categories of evidence to holistically rate educator performance.

Evidence of Professional Practice

Evidence of Student Learning and Growth

Evidence of Professional Responsibilities

**PROFESSIONAL PRACTICE**

This component relies upon evaluator observation and resulting evidence related to Domains 1 through 3. The Oregon Framework defines this component as the standards that provide evidence of the quality of educators planning, delivery of instruction, and assessment of student learning.

Evidence on this component is collected through the following:

* Drop-In Observations
  + Evaluator’s observations, documentation of feedback on educator’s instructional practices;
* Scheduled Observation
  + Evaluator’s observations, documentation of feedback on educator’s instructional practices;
* Examination of Artifacts of Teaching
  + Examples: Lesson plans, curriculum design, scope and sequence, student assignments, student work
  + See Appendix A for Artifact List

**PROFESSIONAL RESPONSIBILITIES**

This component relies upon evidence of the educator’s progress toward their own professional goals, contributions to school wide goals and the standards in Domain 4.

* Examples: Educator self-reflections & assessment, professional goal setting, student learning and growth goal setting, records of contributions, peer collaboration, teamwork, parent/student surveys, meetings, record keeping, portfolios, building and district level leadership (committees).

Peer collaboration is highly encouraged as an effective practice. Peer evaluation of educators may be used in the formative process, but under current Oregon law is not an appropriate measure in summative evaluation.

**STUDENT LEARNING & GROWTH**

Educators will develop at least two student learning and growth goals per school year. Educators, in collaboration with their evaluator will set goals aligned to state standards for their students and use assessments to measure progress toward goals.

The goals must identify strategies and measures that will be used to determine goal attainment. Student growth measures must be selected from the categories in the following table. Student learning and growth is evidenced by outcomes on state assessments as well as national, international, district-wide and other valid and reliable assessments and collections of student work.

Student learning and growth is defined by measuring individual student progress (across two or more points in time) and of proficiency /mastery (at a single point in time) in relation to state or national standards.

For English/Language Arts and Mathematics educators in grades 4 through 8 the following measures must be used for at least one student learning and growth goal:

* + State assessment results; and
  + Additional measures of student learning, such as any of those described in the following bullet

For grades and subjects in which state assessments are not required:

* + School-wide or district-wide measures of student learning, growth and proficiency, such as formative assessments, end of course tests, performance based assessments; collections or portfolios of student work.

Table 2

| Category | Types of Measures | Guidance |
| --- | --- | --- |
| 1 | Oregon’s state assessments that must be used to meet ESEA Waiver requirements   * SMARTER Balanced   + Grades 4-8 in English language arts and mathematics | * Same assessment and administration guidelines are used statewide * Ratings for Category 1 goals are determined by Student Growth Percentile criteria |
| * OAKS Extended Assessments1    + Grades 4-8 in English language arts and mathematics | * Same assessment and administration guidelines are used statewide * Ratings for Category 2 goals are determined using the statewide SLG Scoring Rubric |
| 2 | Additional Statewide Assessments   * Science Assessment * Social Sciences Assessment * ELPA   Other Assessments   * Commercially developed assessments that include pre- and post-measures * Locally developed assessments that include pre- and post-measures * Results from proficiency-based assessment systems * Locally-developed collections of evidence, i.e. portfolios of student work that include multiple types of performance | * Same assessment and administration guidelines are used district-wide or school-wide * Assessments meet state criteria * SLG Goals scored using statewide SLG Goal Scoring Rubric |

Team (Grade-Level or Curricular Area Goals)

Educators are strongly encouraged to collaborate with their grade-level or curricular area teams on the development of student learning and growth goals. Our goal is for Sample School District educators to overlap this goal setting process with existing best practices taking place in the district.

If this goal-setting method is selected – the team will include time to collaborate with the evaluator on the goal(s).

**Student Learning and Growth Goal Setting Process**

* Educators review baseline data and create goals that measure the learning of all students. Goals span a school year or complete course of study.
* At a minimum, educators collaborate with their evaluator to establish student learning and growth goals. It is preferred that educators collaborate to establish student learning and growth goals for their grade levels, departments, or curricular teams.
* Educators will establish at least two student learning and growth goals and identify strategies and measures that will be used to determine goal attainment (Table 2). They also specify what evidence will be provided to document progress on each goal:
  + As a requirement of the ESEA Waiver, teachers who teach in tested grades and subjects (ELA and Math, grades 4-8) must use the Smarter Balanced assessment in either English Language Arts or Mathematics for one of their SLG goals and measures from Category 2 or 1 for their second goal. Oregon’s ESEA waiver requires teachers in grades 4-8 in ELA and math to use [Student Growth Percentiles](http://www.ode.state.or.us/search/page/?id=5410) for their Category 1 SLG goal.
  + Teachers in non-tested grades and subjects (and grades 3 and 11 in ELA and math) may use measures from Category 2 for both of their goals. They may also use Category 1 measures as an option.
* Educators complete goal setting in collaboration with their evaluator. During the collaborative planning process, the educator and evaluator ensure that quality goal setting occurs through a discussion of the rigor and rationale of each goal, appropriate research-based strategies, quality of evidence and standards addressed. The SMART goal process is used in the development of student growth goals (**SMART** = **S**pecific and **S**trategic; **M**easureable; **A**ction oriented; **R**igorous, **R**ealistic, and **R**esults-focused; **T**imed and **T**racked).
* Educators meet with evaluator to discuss progress for each goal mid-year and at the end of the year. Goals remain the same throughout the year, but strategies for attaining goals may be revised.
* Educators, along with their evaluator, reflect on the results and determine implications for future professional growth planning.

**Evaluation and Professional Growth Cycle**

The educator’s evaluation is based upon a cycle of continuous professional growth and learning. The cycle is collaborative and provides an ongoing opportunity for relevant feedback and meaningful professional conversations. The focus is on improving effectiveness.

A common vision, identified professional standards, and a research based performance rubric (Danielson’s Framework for Teaching) provide the foundation for common expectations, shared academic language and understanding. A common language empowers the voice of both the educator and evaluator.

STEP 1: Self-Reflection & Assessment

1. Based on standards of professional practice, the first step in the evaluation cycle is self-reflection. The educator reflects on and assesses his/her professional practice and analyzes the learning and growth of his/her students in preparation for goal setting.

STEP 2: Goal Setting (Student Learning & Professional Growth Goal)

1. Based on the self-assessment, the educator identifies goals aligned with the standards of professional practice that encompass both practice and impact on student learning. The educator sets both a professional growth goal and two student learning and growth goals.

STEP 3: Observation and Other Evidence

The educator and evaluator collect evidence using multiple measures regarding student learning and growth, professional practice, and professional responsibilities to inform progress throughout the process of the evaluation cycle.

STUDENT LEARNING AND GROWTH:

The scoring of the student learning and growth goals established by the educator will serve as evidence.

PROFESSIONAL PRACTICE:

Formal and/or Drop-In observations by will serve as evidence.

PROFESSIONAL RESPONSIBILITES:

The educator will reflect on and assess their professional practice and analyze the learning and growth needs of their students in preparation for goal setting. The evaluator will use the self-reflection and assessment on the standards of professional practice.

STEP 4: Mid-Year Student Learning & Growth Goals Review

The formative assessment occurs around the midpoint of the evaluation cycle. During the formative assessment the evaluator and educator review the progress towards the student learning and growth goals as well as the professional growth goal. This conversation is an opportunity for the educator and evaluator to not only monitor progress, but make any adjustments to strategies as well as determine professional learning needs.

STEP 5: Summative Evaluation

The summative evaluation is the culmination of multiple walk-by observations, reflections, professional conversations, etc. The evaluator assesses the educator’s performance against the standards of professional practice, attainment of student learning and growth goals, and attainment of professional growth goal. The summative evaluation is the springboard that leads the educator into a new cycle as well as guides future goal setting.

**TIMELINES & EXPECTATIONS**

PROBATIONARY EDUCATORS

STEP 1: Self-Reflection & Assessment

1. Completed no later than September
2. Educator completes this exercise on district provided templates.(Google Docs)

STEP 2: Goal Setting (Student Learning & Professional Growth Goals, Professional Growth Goals)

1. Completed no later than October 15
2. Educator develops two student learning and growth goals on the district provided template.
3. It is preferable that the educator collaborate with their grade-level team or curricular team to develop Student Learning & Growth Goals.

STEP 3: Observation & Collection of Evidence

1. Completed between August and March (June if on track for contract renewal).
2. The evaluator uses the observation form and professional conversations to provide feedback to the educator. A minimum of three observations per cycle are required.

STEP 4: Formative Assessment / Evaluation

1. Completed between August and March (June if on track for contract renewal).
2. The educator and evaluator meet at an approximate mid-point between when goals are set and targeted to be accomplished. The educator will complete the mid-year review section of the goal setting form and submit to the evaluator prior to the mid-point professional conversation. The evaluator will review the educator’s progress toward goals and/or performance against standards during this meeting.

STEP 5: Summative Evaluation

1. Completed no later than March 1 (June if on track for contract renewal).

**TIMELINES & EXPECTATIONS**

CONTRACT EDUCATORS

STEP 1: Self-Reflection & Assessment

1. Completed no later than September
2. Educator completes this exercise on district provided templates.(Google Docs)

STEP 2: Goal Setting (Student Learning & Professional Growth Goals, School Performance Plans)

1. Completed no later than October 15
2. Educator develops two student learning and growth goals which are completed on the district provided template.
3. It is preferable that the educator collaborate with their grade-level team or curricular team to develop Student Learning & Growth Goals.

STEP 3: Observation & Collection of Evidence

1. Completed between August and June
2. The evaluator uses the observation form and professional conversations to provide feedback to the educator. A minimum of two observations per cycle are required.

STEP 4: Formative Assessment / Evaluation

1. Completed between August and June
2. The educator and evaluator meet at an approximate mid-point between when goals are set and targeted to be accomplished. The educator will complete the mid-year review section of the goal setting form and submit to the evaluator prior to the mid-point professional conversation. The evaluator will review the educator’s progress toward goals and/or performance against standards during this meeting.

STEP 5: Summative Evaluation

1. Completed no later than June.

**Aligned Professional Learning**

The primary focus of the evaluation system is on improving professional practice and student learning. To that end, linking evaluations with high quality professional learning is key. Aligned evaluation systems inform educators of strengths and weaknesses and provide opportunities to make informed decisions regarding individual professional growth needs. High quality professional learning is sustained, focused and relevant to the educator’s goals and needs. All educators shall have opportunities for professional growth not only those whose evaluation ratings do not meet standards.

The district evaluation data will be used to inform common professional growth needs among educators. An annual review of this data by the district level leadership team will allow us to focus development efforts most efficiently. Individual educator professional growth needs will be supported through targeted professional learning.

In an effort to meet the needs identified through our evaluation system, we will rely upon distinguished educators, principals, district and other appropriate specialists to provide targeted support.

**Definitions**

Conference: It is understood that accurately evaluating a teacher’s performance is much more than observing a teacher in the classroom. Information about many of the standards can only be obtained through conversations and conferences with teachers. Supervisors evaluate information from conferences when completing the Standards Review Form.

Contract educators: Any educator who has been regularly employed by the school district for a probationary period of three successive school years and who has been retained for the next succeeding school year as defined by ORS 342 .805(3).

Formal Observation: An observation which includes a pre and post-observation professional conversation between the evaluator and educator.

Formative Assessment: Formative assessments occur during an instructional unit. Formative assessments are used to inform and guide instruction.

**Performance Standards:** State law (SB290) requires each district to establish performance standards that will be used to evaluate teacher performance.

Plan of Assistance: A program of intensive support for contract status educators.

**Probationary Teacher:** Any teacher in their first three years of teaching in any district in Oregon.

**Summative Assessment:** Summative assessment occurs at the end of an instructional unit or period of time.

Summative Evaluation: A tool which assesses the degree to which the educator has met District standards of professional practice over the annual evaluation cycle.

Walk by Observation: An observation of the educator that occurs on a drop-in or unscheduled basis.

Evaluators’ Responsibilities & Associated Timelines

PROBATIONARY EDUCATORS

| ***Completed By:*** | ***Evaluator’s Responsibilities*** | ***Required Forms*** |
| --- | --- | --- |
| No later than end of September | * Review the evaluation cycle and associated responsibilities with the educator to ensure they understand district expectations and systems. (suggested during August) * Inform the educator they need to complete the Self-Reflection & Assessment. (suggested during August) * Provide feedback on the Self Reflection & Assessment. | * Sign-off on Self-Reflection & Assessment Form submitted |
| During October | * Accept and review the educator’s Student Learning & Growth Goals * Accept and review educator’s Professional Growth Goal | * Sign-off on Student Learning & Growth Goals Submitted * Sign-off on Professional Growth Goal Completed & Submitted |
| No later than December | * 2 Formal and/or Walk-by Observations with a professional conversation. | * Complete Observation Feedback Form |
| No later than January | * Mid-Cycle Check-in on student learning and growth goals | * Complete reflections on mid-point check-in using district form |
| No later than February | * 1 (for a total of 3) Formal and/or Walk-by Observations. | * Complete Observation Feedback Form |
| No later than March 15 | * Complete Summative Evaluation | * Complete Summative Evaluation Form |

Educator’s Responsibilities & Associated Timelines

PROBATIONARY EDUCATORS

| *Completed By:* | *Educator’s Responsibilities* | *Required Forms* |
| --- | --- | --- |
| During September | * Self-Reflect & Assess on the Standards of Professional Practice for educators | * Complete the Self-Reflection & Assessment Form |
| During October | * Develop 2 student learning & growth goals * Develop 1 professional growth goal | * All goals are submitted via the appropriate task/form |
| During January | * Mid-Cycle Check-in on student learning and growth goals | * Complete reflections on mid-point check-in using form |

**Evaluators’ Responsibilities & Associated Timelines**

CONTRACT EDUCATORS

| *Completed By:* | *Evaluator’s Responsibilities* | *Required Forms* |
| --- | --- | --- |
| No later than September | * Review the evaluation cycle and associated responsibilities with the educator to ensure they understand district expectations and systems. (suggested during August) * Inform the educator they need to complete Self-Reflection & Assessment. (suggested during August) * Provide feedback on the Self Reflection & Assessment. | * Sign-off on Self-Reflection & Assessment Form submitted |
| During October | * Accept and review the educator’s Student Learning & Growth Goals * Accept and review educator’s Professional Growth Goal | * Sign-off on Student Learning & Growth Goals Submitted * Sign-off on Professional Growth Goal Completed & Submitted |
| No later than January | * 1 Formal and/or Walk-by Observations with a professional conversation. | * Complete Observation Feedback Form |
| No later than April | * Mid-Cycle Check-in on student learning and growth goals | * Complete reflections on mid-point check-in using district form |
| No later than June | * 1 (for a total of 2) Formal and/or Walk-by Observations with a professional conversation. | * Complete Observation Feedback Form |
| No later than June | * Complete Summative Evaluation | * Complete Summative Evaluation Form |

**Contract Educators Responsibilities & Associated Timelines**

CONTRACT EDUCATORS

| *Completed By:* | *Educator Responsibilities* | *Required Forms* |
| --- | --- | --- |
| During September | * Self-Reflect & Assess on the Standards of Professional Practice for educators | * Complete the Self-Reflection & Assessment Form |
| During October | * Develop 2 student learning & growth goals * Develop 1 professional growth goal | * All goals are submitted via the appropriate task/form |
| No later than April | * Mid-Cycle Check-in on student learning and growth goals | * Complete reflections on mid-point check-in using district form |
| No later than June | * End of Cycle Self Reflection & Assessment | * Complete the Self-Reflection & Assessment Form in district |

Sample School District

Teacher Evaluation Standards and

Scoring Rubric

Standard 1a: Knowledge of Content and Pedagogy

Guiding Questions:

* Does the teacher have lesson and unit plans that reflect important concepts in discipline?
* Does the teacher differentiate instruction to make content accessible for all students?
* Does the teacher use clear and accurate classroom explanations?
* Does the teacher have accurate answers to student questions?
* Does the teacher give feedback to students to further their learning?
* Does the teacher use interdisciplinary connections in plans and practice?

Standard Descriptors:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| In planning and practice, teacher makes content errors or does not correct errors made by students.  Teacher’s plans and practice display little understanding of prerequisite relationships important to student’s learning of the content.  Teacher displays little or no understanding of the range of pedagogical approaches suitable to student’s 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 the ways they 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 the ways they relate both to one another and to other disciplines.  Teacher’s plans and practice reflect  understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.  Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. |

Possible evidence / Critical attributes to look for:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| * Teacher makes content errors. * Teacher does not consider prerequisite relationships when planning. * Teacher’s plans use inappropriate * strategies for the discipline | Teacher is familiar with the discipline but does not see conceptual relationships.  Teacher’s knowledge of prerequisite relationships is inaccurate or incomplete.  Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content. | The teacher can identify important concepts of the discipline and their relationships to one another.  The teacher consistently provides clear explanations of the content.  The teacher answers student questions accurately and provides feedback that furthers their learning.  The teacher seeks out content-related professional development. | In addition to the characteristics of “proficient”:  Teacher cites intra- and interdisciplinary content relationships.  Teacher is proactive in uncovering student misconceptions and addressing them before proceeding. |

Standard 1b: Demonstrating Knowledge of Students

Guiding Questions:

* Is there formal and informal information about students gathered by teacher for use in planning instruction?
* Are student interests and needs learned and used by teacher in planning?
* Does the teacher have knowledge of student life outside of school?
* Does the teacher design opportunities for students to share heritage?
* Does the teacher use school and district resources to support and advocate for student needs?

Standard Descriptors:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| 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 about 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 about 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. |

Possible evidence / Critical attributes to look for:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| Teacher does not understand child development characteristics and has unrealistic expectations for students.  Teacher does not try to ascertain varied ability levels among students in the class.  Teacher is not aware of student interests or cultural heritages.  Teacher takes no responsibility to learn about students’ medical or learning disabilities. | Teacher cites developmental theory but does not seek to integrate it into lesson planning.  Teacher is aware of the different ability levels in the class but tends to teach to the “whole group.”  The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.  The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. | The teacher knows, for groups of students, their levels of cognitive development.  The teacher is aware of the different cultural groups in the class.  The teacher has a good idea of the range of interests of students in the class.  The teacher has identified “high,” “medium,” and “low” groups of students within the class.  The teacher is well informed about students’ cultural heritage and incorporates this knowledge in lesson planning.  The teacher is aware of the special needs represented by students in the class. | In addition to the characteristics of “proficient”:  The teacher uses ongoing methods to assess students’ skill levels and designs instruction accordingly.  The teacher seeks out information about their cultural heritage from all students.  The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans. |

Standard 1c: Setting Instructional Outcomes

Guiding Questions:

* Does the teacher provide instruction that challenges all students at an appropriate cognitive level?
* Does the teacher use learning targets as the focus for instruction?
* Does the teacher use interdisciplinary connections in plans and practice?
* Does the teacher use assessment to inform instruction?

Standard Descriptors:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| Outcomes represent low expectations for students and lack of rigor, and not all of them 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 in accordance with global assessments of student learning. | Most outcomes represent rigorous and important learning in the discipline.  All the instructional outcomes are clear, are 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, are written in the form of student learning, and permit viable methods of assessment.  Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.  Outcomes take into account the varying needs of individual students. |

Possible evidence / Critical attributes to look for:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| Outcomes lack rigor. Outcomes do not represent important learning in the discipline.  Outcomes are not clear or are stated as activities.  Outcomes are not suitable for many  students in the class. | Outcomes represent a mixture of low expectations and rigor.  Some outcomes reflect important learning in the discipline.  Outcomes are suitable for most of the class. | Outcomes represent high expectations and rigor.  Outcomes are related to the “big ideas” of the discipline.  Outcomes are written in terms of what students will learn rather than do.  Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, communication.  Outcomes are suitable to groups of students in the class and are differentiated where necessary. | In addition to the characteristics of “proficient”:  Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing.  Teacher connects outcomes to previous and future learning.  Outcomes are differentiated to encourage individual students to take educational risks. |

Standard 1d: Demonstrating Knowledge of Resources

Guiding Questions:

* Does the teacher use district-provided materials?
* Does the teacher use a variety of resources to supplement instruction (internet, multi-media, guest speakers, range of texts)?
* Does the teacher utilize professional development to improve professional practice?

Standard Descriptors:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students. | Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly. | Teacher displays awareness of resources—not only through the school and district, but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students. | Teacher displays extensive knowledge of resources—not only through the school and district, but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students. |

Possible evidence / Critical attributes to look for:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| The teacher uses only district-provided materials, even when more variety would assist some students.  The teacher does not seek out resources available to expand his or her own skill.  Although aware of some student needs, the teacher does not inquire about possible resources. | The teacher uses materials in the school library but does not search beyond the school for resources.  The teacher participates in content-area workshops offered by the school but does not pursue other professional development.  The teacher locates materials and  resources for students that are available through the school but does not pursue any other avenues. | Texts are at varied levels.  Texts are supplemented by guest speakers and field experiences.  Teacher facilitates Internet resources.  Resources are multidisciplinary.  Teacher expands knowledge with professional learning groups and organizations.  Teacher pursues options offered by universities.  Teacher provides lists of resources outside the class for students to draw on. | In addition to the characteristics of “proficient”:  Texts are matched to student skill level.  The teacher has ongoing relationship with colleges and universities that support student learning.  The teacher maintains log of resources for student reference.  The teacher pursues apprenticeships to increase discipline knowledge.  The teacher facilitates student contact with resources outside the classroom. |

Standard 1e: Designing Coherent Instruction

Guiding Questions:

* Does the teacher use lessons that support instructional outcomes and reflect important concepts?
* Does the teacher create activities that represent high level thinking?
* Does the teacher make connections to prior learning?
* Does the teacher differentiate through student choice, utilizing varied resources, and flexible learning groups?
* Does the teacher develop and deliver appropriate instruction that takes into account the individual learner (strengths, interests, and needs)?
* Does the teacher develop structured lesson plans?

Standard Descriptors:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.  The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations.  Instructional groups do not support the instructional outcomes and offer no variety. | 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 by the teacher 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.  Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately 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. |

Possible evidence / Critical attributes to look for:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| Learning activities are boring and/or not well aligned to the instructional goals.  Materials are not engaging or do not meet instructional outcomes.  Instructional groups do not support learning.  Lesson plans are not structured or sequenced and are unrealistic in their expectations. | Learning activities are moderately challenging.  Learning resources are suitable, but there is limited variety.  Instructional groups are random or only partially support objectives.  Lesson structure is uneven or may be unrealistic in terms of time expectations. | Learning activities are matched to instructional outcomes.  Activities provide opportunity for higher-level thinking.  Teacher provides a variety of appropriately challenging materials and resources.  Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.  The plan for the lesson or unit is well structured, with reasonable time allocations. | In addition to the characteristics of “proficient”:  Activities permit student choice.  Learning experiences connect to other disciplines.  Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.  Lesson plans differentiate for individual student needs. |

Standard 1f: Designing Student Assessments

Guiding Questions:

* Does the teacher’s instruction match the standards and assessments used?
* Does the teacher use assessment to inform instruction?
* Does the teacher use a variety of performance opportunities for students?
* Does the teacher use modified assessments available for individual students as needed?
* Does the teacher have expectations clearly written, with descriptors for each level of performance?

Standard Descriptors:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| 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 plan 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 and has 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. |

Possible evidence / Critical attributes to look for:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| Assessments do not match instructional outcomes.  Assessments have no criteria.  No formative assessments have been designed.  Assessment results do not affect future plans. | Only some of the instructional outcomes are addressed in the planned assessments.  Assessment criteria are vague.  Plans refer to the use of formative assessments, but they are not fully developed.  Assessment results are used to design lesson plans for the whole class, not individual students. | All the learning outcomes have a method for assessment.  Assessment types match learning expectations.  Plans indicate modified assessments for some students as needed.  Assessment criteria are clearly written.  Plans include formative assessments to use during instruction.  Lesson plans indicate possible adjustments based on formative assessment data. | In addition to the characteristics of “proficient”:  Assessments provide opportunities for student choice.  Students participate in designing assessments for their own work.  Teacher-designed assessments are authentic with real-world application, as appropriate.  Students develop rubrics according to teacher-specified learning objectives.  Students are actively involved in collecting information from formative assessments and provide input. |

Standard 2a: Creating an Environment of Respect and Rapport

Guiding Questions:

* Does the teacher facilitate respectful talk and behaviors?
* Are the teacher and students actively engaged within the learning environment?
* Does the teacher exhibit awareness and respect for students’ background and life outside the classroom?
* Does the teacher move around the room and have appropriate proximity to students?
* Does the teacher encourage students?

Standard Descriptors:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| 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  neither warmth nor conflict. | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.  Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.  Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal. | Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.  Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals. |

Possible evidence / Critical attributes to look for:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| Teacher uses disrespectful talk towards students; student’s body language indicates feelings of hurt or insecurity.  Students use disrespectful talk towards one another with no response from the teacher.  Teacher displays no familiarity with or caring about individual students’ interests or personalities. | The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.  Teacher attempts to respond to disrespectful behavior among students, with uneven results.  Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual. | Talk between teacher and students and among students is uniformly respectful.  Teacher responds to disrespectful behavior among students.  Teacher makes superficial connections with individual students. | In addition to the characteristics of “proficient”:  Teacher demonstrates knowledge and caring about individual students’ lives beyond school.  When necessary, students correct one another in their conduct between classmates.  There is no disrespectful behavior among students.  The teacher’s response to a student’s incorrect response respects the student’s dignity. |

Standard 2b: Establishing a Culture for Learning

Guiding Questions:

* Does the teacher have high expectations, supported through both verbal and nonverbal behaviors?
* Does the teacher communicate the value and purpose of the work?
* Does the teacher expect and recognize quality?
* Does the teacher expect and recognize effort and persistence?
* Does the teacher expect all students to participate?

Standard Descriptors:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| 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 or 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 natural aptitude for the subject. | The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being 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. |

Possible evidence / Critical attributes to look for:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.  The teacher conveys to at least some students that the work is too challenging for them.  Students exhibit little or no pride in their work.  Class time is devoted more to socializing than to learning. | Teacher’s energy for the work is neutral, indicating neither indicating a high level of commitment nor “blowing it off.”  The teacher conveys high expectations for only some students.  Students comply with the teacher’s expectations for learning, but they don’t indicate commitment on their own initiative for the work.  Many students indicate that they are looking for an “easy path.” | The teacher communicates the importance of learning and the assurance that with hard work all students can be successful in it.  The teacher demonstrates a high regard for student abilities.  Teacher conveys an expectation of high levels of student effort.  Students expend good effort to complete work of high quality. | In addition to the characteristics of “proficient”:  The teacher communicates a genuine passion for the subject.  Students indicate that they are not satisfied unless they have complete understanding.  Student questions and comments indicate a desire to understand the content rather than, for example, simply learn a procedure for getting the correct answer.  Students recognize the efforts of their  classmates.  Students take initiative in improving the quality of their work. |

Standard 2c: Managing Classroom Procedures

Guiding Questions:

* Does the teacher ensure that there is smooth functioning of all routines?
* Does the teacher maintain little or no loss of instructional time?
* Does the teacher recognize students playing an important role in carrying out the routines?
* Does the teacher design and implement routines that support transition and instruction?

Standard Descriptors:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| Much instructional time is lost through inefficient classroom routines and procedures.  There is little or no evidence that the teacher is 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 through 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, the result being some disruption of learning.  With regular guidance and prompting, students follow established routines. | There is little loss of instructional time because of effective classroom routines and procedures.  The teacher’s management of instructional groups and the handling of materials and supplies are consistently successful.  With minimal guidance and prompting, students follow established classroom routines. | Instructional time is maximized because of efficient classroom routines and procedures.  Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.  Routines are well understood and may be initiated by students. |

Possible evidence / Critical attributes to look for:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| Students not working with the teacher are not productively engaged or are disruptive to the class.  There are no established procedures for distributing and collecting materials.  Procedures for other activities are confused or chaotic. | Small groups are only partially engaged while not working directly with the teacher.  Procedures for transitions and for distribution/collection of materials seem to have been established, but their operation is rough.  Classroom routines function unevenly. | The students are productively engaged during small-group work.  Transitions between large- and small-group activities are smooth.  Routines for distribution and collection of materials and supplies work efficiently.  Classroom routines function smoothly. | In addition to the characteristics of “proficient”:  Students take the initiative with their  classmates to ensure that their time is used productively.  Students themselves ensure that transitions and other routines are accomplished smoothly.  Students take initiative in distributing and collecting materials efficiently. |

Standard 2d: Managing Student Behavior

Guiding Questions:

* Does the teacher have clear, posted standards of conduct that are referred to regularly?
* Does the teacher foster positive relationships and address concerning behavior appropriately?
* Is teacher aware of student conduct?
* Does the teacher reinforce positive behavior?

Standard Descriptors:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| 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, respectful to students, and 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 respects students’ dignity. |

Possible evidence / Critical attributes to look for:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| The classroom environment is chaotic, with no apparent standards of conduct.  The teacher does not monitor student behavior.  Some students violate classroom rules, without apparent teacher awareness.  When the teacher notices student  misbehavior, s/he appears helpless to do anything about it. | Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.  Teacher attempts to keep track of student behavior, but with no apparent system.  The teacher’s response to student misbehavior is inconsistent, at times very harsh, other times lenient. | Standards of conduct appear to have been established.  Student behavior is generally appropriate.  The teacher frequently monitors student behavior.  Teacher’s response to student misbehavior is effective.  Teacher acknowledges good behavior. | In addition to the characteristics of “proficient”:  Student behavior is entirely appropriate; there no evidence of student misbehavior.  The teacher monitors student behavior without speaking – just moving about.  Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct. |

Standard 2e: Organizing Physical Space

Guiding Questions:

* Does the teacher provide a pleasant, inviting atmosphere?
* Does the teacher ensure a safe environment?
* Does the teacher maintain accessibility for all students?
* Is the teacher’s furniture arrangement suitable for the learning activities?
* Does the teacher effectively use physical resources, including computer technology, by both teacher and students?

Standard Descriptors:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| The physical environment is unsafe, or many students don’t have access to learning resources.  There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology. | 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 makes some 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. |

Possible evidence / Critical attributes to look for:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| There are physical hazards in the  classroom, endangering student safety.  Many students can’t see or hear the teacher or the board.  Available technology is not being used, even if its use would enhance the lesson. | The physical environment is safe, and most students can see and hear.  The physical environment is not an impediment to learning but does not enhance it.  The teacher makes limited use of available technology and other resources. | The classroom is safe, and all students are able to see and hear.  The classroom is arranged to support the instructional goals and learning activities.  The teacher makes appropriate use of available technology. | In addition to the characteristics of “proficient”:  Modifications are made to the physical environment to accommodate students with special needs.  There is total alignment between the goals of the lesson and the physical environment.  Students take the initiative to adjust the physical environment.  Teachers and students make extensive and imaginative use of available technology. |

Standard 3a: Communicating with Students

Guiding Questions:

* Does the teacher exhibit clarity of the purpose of the lesson?
* Does the teacher give clear directions and procedures specific to the lesson activities?
* Does the teacher use correct spoken and written language throughout instruction?
* Does the teacher use instructional materials that are clear and grammatically correct?
* Does the teacher engage and inspire students through use of embellishments and imaginative use of language?

Standard Descriptors:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.  The teacher’s explanation of the content contains major errors.  The teacher’s spoken or written language contains errors of grammar or syntax.  The teacher’s vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. | The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.  The teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.  The teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement.  Teacher’s spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds. | The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains  procedures and directions 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 and uses vocabulary 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.  The 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 help explain concepts to their classmates.  The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies. |

Standard 3a: Communicating with Students

Possible evidence / Critical attributes to look for:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| At no time during the lesson does the teacher convey to the students what they will be learning.  Students indicate through their questions that they are confused about the learning task.  The teacher makes a serious content error that will affect students’ understanding of the lesson.  Students indicate through body language or questions that they don’t understand the content being presented.  Teacher’s communications include errors of vocabulary or usage.  The teacher’s vocabulary is inappropriate to the age or culture of the students. | The teacher refers in passing to what the students will be learning, or has written it on the board with no elaboration or explanation.  The teacher must clarify the learning task so that students can complete it.  The teacher makes no serious content errors but may make a minor error.  The teacher’s explanation of the content consists of a monologue or is purely procedural, with minimal participation by students.  Vocabulary and usage are correct but unimaginative.  Vocabulary is too advanced or too juvenile for the students. | The teacher states clearly, at some point during the lesson, what the students will be learning.  If the tactic is appropriate, the teacher models the process to be followed in the task.  Students engage with the learning task, indicating that they understand what they are to do.  The teacher makes no content errors.  The teacher’s explanation of content is clear and invites student participation and thinking.  The teacher’s vocabulary and usage are correct and completely suited to the lesson.  The teacher’s vocabulary is appropriate to the students’ ages and levels of development. | In addition to the characteristics of “proficient”:  The teacher points out possible areas for misunderstanding.  Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.  All students seem to understand the presentation.  The teacher invites students to explain the content to the class or to classmates.  Teacher uses rich language, offering brief vocabulary lessons where appropriate. |

Standard 3b: Questioning and Discussion Techniques

Guiding Questions:

* Does the teacher use questions of high cognitive challenge, formulated by both students and teacher?
* Does the teacher use questions with multiple correct answers, or multiple approaches even when there is a single correct response?
* Does the teacher make effective use of student responses and ideas?
* Does the teacher use discussion in which the teacher steps out of the central, mediating role?
* Does the teacher facilitate high levels of student participation in discussion?

Standard Descriptors:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| Teacher’s questions are of low cognitive challenge, require single correct responses, and are 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, but with uneven results. | Although the teacher may use some low-level questions, he or she asks the students questions designed to promote 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 metacognition.  Students formulate many questions, initiate topics, and make unsolicited contributions.  Students themselves ensure that all voices are heard in the discussion. |

Possible evidence / Critical attributes to look for:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| Questions are rapid-fire, and convergent, with a single correct answer.  Questions do not invite student thinking.  All discussion is between teacher and students; students are not invited to speak directly to one another.  A few students dominate the discussion. | Teacher frames some questions designed to promote student thinking, but only a small number of students are involved.  The teacher invites students to respond directly to one another’s ideas, but few students respond.  Teacher calls on many students, but only a few actually participate in the discussion. | Teacher uses open-ended questions, inviting students to think and/or offer multiple possible  answers.  The teacher makes effective use of wait time.  The teacher effectively builds on student responses to questions.  Discussions enable students to talk to one another without ongoing mediation by the teacher.  The teacher calls on most students, even those who don’t initially volunteer.  Many students actively engage in the discussion. | In addition to the characteristics of “proficient”:  Students initiate higher-order questions.  Students extend the discussion, enriching it.  Students invite comments from their  classmates during a discussion. |

Standard 3c: Engaging Students in Learning

Guiding Questions:

* Do the teacher’s activities align with the goals of the lesson?
* Does the teacher create enthusiasm, interest, thinking, problem-solving, etc.?
* Does the teacher design learning tasks that require high-level student thinking and are aligned with lesson objectives?
* Does the teacher keep students highly motivated to work on all tasks and persistent even when the tasks are challenging?
* Does the teacher facilitate students actively “working” rather than watching while their teacher “works?” (Gradual release of responsibility: I do, We do, You do)
* Does the teacher keep suitable pacing of the lesson: neither dragging or rushed, with time for closure and student reflection?

Standard Descriptors:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| 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 too rushed.  Few students are intellectually engaged or interested. | The learning tasks and activities are  partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most 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 designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.  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 of student contribution to the exploration of important content.  The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.  Students may have some choice in how they complete tasks and may serve as resources for one another. |

Standard 3c: Engaging Students in Learning

Possible evidence / Critical attributes to look for:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| Few students are intellectually engaged in the lesson.  Learning tasks require only recall or have a single correct response or method.  The materials used ask students to perform only rote tasks.  Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.  Instructional materials used are unsuitable to the lesson and/or the students.  The lesson drags or is rushed. | Some students are intellectually engaged in the lesson.  Learning tasks are a mix of those requiring thinking and recall.  Students are in large part passively  engaged with the content, learning primarily facts or procedures.  Students have no choice in how they complete tasks.  The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.  The materials and resources are partially aligned to the lesson objectives and only in some cases demand student thinking.  The pacing of the lesson is uneven—suitable in parts, but rushed or dragging in others. | Most students are intellectually engaged in the lesson.  Learning tasks have multiple correct  responses or approaches and/or demand higher-order thinking.  Students have some choice in how they complete learning tasks.  There is a mix of different types of groupings, suitable to the lesson objectives.  Materials and resources support the learning goals and require intellectual engagement, as appropriate.  The pacing of the lesson provides students the time needed to be intellectually engaged. | In addition to the characteristics of “proficient”:  Virtually all students are highly engaged in the lesson.  Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.  Students suggest modifications to the grouping patterns used.  Students have extensive choice in how they complete tasks.  Students suggest modifications or additions to the materials being used.  Students have an opportunity for both reflection and closure after the lesson to consolidate their understanding. |

Standard 3d: Using Assessment in Instruction

Guiding Questions:

* Does the teacher pay close attention to evidence of student understanding?
* Does the teacher pose specifically created questions to elicit evidence of student understanding?
* Does the teacher circulate to monitor student learning and to offer feedback?
* Does the teacher encourage students to assess their own work against established criteria?

Standard Descriptors:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| 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 by  teacher and/or students to support instruction through some monitoring of progress in learning.  Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.  Questions, prompts, and assessments are rarely used to diagnose evidence of learning. | Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results 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 their teacher and their peers, is accurate, specific, and advances learning.  Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students. |

Standard 3d: Using Assessment in Instruction

Possible evidence / Critical attributes to look for:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| The teacher gives no indication of what high-quality work looks like.  The teacher makes no effort to determine whether students understand the lesson.  Feedback is only global.  The teacher does not ask students to evaluate their own or classmates’ work. | There is little evidence that the students understand how their work will be evaluated.  Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.  Teacher requests global indications of student understanding.  Feedback to students is not uniformly specific and not oriented towards future improvement of work.  The teacher makes only minor attempts to engage students in self-assessment or peer assessment. | Students indicate that they clearly understand the characteristics of high-quality work.  The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make  improvements.  Feedback includes specific and timely guidance, at least for groups of students.  The teacher attempts to engage students in self-assessment or peer assessment. | In addition to the characteristics of “proficient”:  There is evidence that students have helped establish the evaluation criteria.  Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly “taking the pulse” of the class.  Teacher makes frequent use of strategies to elicit information about individual student understanding.  Feedback to students is specific and timely, and is provided from many sources including other students.  Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. |

Standard 3e: Demonstrating Flexibility and Responsiveness

Guiding Questions:

* Does the teacher incorporate student interests and events of the day into a lesson?
* Does the teacher make adjustments in the face of students’ lack of understanding?
* Does the teacher seize a teachable moment?

Standard Descriptors:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| Teacher adheres to the instruction plan in spite of evidence of poor student understanding or 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.  Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. | 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 school or community. |

Possible evidence / Critical attributes to look for:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| Teacher ignores indications of student boredom or lack of understanding.  Teacher brushes aside student questions.  Teacher makes no attempt to incorporate student interests into the lesson.  The teacher conveys to students that when they have difficulty learning it is their fault.  In reflecting on practice, the teacher does not indicate that it is important to reach all students. | Teacher’s efforts to modify the lesson are only partially successful.  Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.  The teacher conveys a sense to students of their own responsibility for their learning but is uncertain about how to assist them.  In reflecting on practice, the teacher  indicates the desire to reach all students, but does not suggest strategies to do so. | When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.  Teacher incorporates students’ interests and questions into the heart of the lesson.  The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.  In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. | In addition to the characteristics of “proficient”:  The teacher’s adjustments to the lesson are designed to assist individual students.  Teacher seizes on a teachable moment to enhance a lesson.  The teacher conveys to students that s/he won’t consider a lesson “finished” until every student understands and that s/he has a broad range of approaches to use.  In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students. |

Standard 4a: Reflecting on Teaching

Guiding Questions:

* Does the teacher accurately reflect on a lesson based on evidence?
* Does the teacher cite adjustments to practice, drawing on a repertoire of strategies?

Standard Descriptors:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she 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 effective-ness 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 effective-ness 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. |

Possible evidence / Critical attributes to look for:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| The teacher considers the lesson but draws incorrect conclusions about its effectiveness.  The teacher makes no suggestions for improvement. | The teacher has a general sense of  whether or not instructional practices were effective.  The teacher offers general modifications for future instruction. | The teacher accurately assesses the effectiveness of instructional activities used.  The teacher identifies specific ways in which a lesson might be improved. | In addition to the characteristics of “proficient”:  Teacher’s assessment of the lesson is thoughtful and includes specific indicators of effectiveness.  Teacher’s suggestions for improvement draw on an extensive repertoire. |

Standard 4b: Maintaining Accurate Records

Guiding Questions:

* Does the teacher develop routines and systems that track student completion of assignments?
* Does the teacher have systems of information regarding student progress against instructional outcomes?
* Does the teacher have processes for maintaining accurate non-instructional records (behavior, effort, parent communication, attendance)?

Standard Descriptors:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| 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 avoid errors. | 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. |

Possible evidence / Critical attributes to look for:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| There is no system for either instructional or non-instructional records.  The record-keeping systems are in disarray so as to provide incorrect or confusing information. | The teacher has a process for recording completion of student work. However, it is out of date or does not permit students to gain access to the information.  The teacher’s process for tracking student progress is cumbersome to use.  The teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors. | The teacher’s process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.  The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how  they’re progressing.  The teacher’s process for recording non-instructional information is both efficient and effective. | In addition to the characteristics of “proficient”:  Students contribute to and maintain records indicating completed and overdue work assignments.  Students both contribute to and maintain data files indicating their own progress in learning.  Students contribute to maintaining non-instructional records for the class. |

Standard 4c: Communicating with Families

Guiding Questions:

* Does the teacher send home frequent and culturally appropriate information regarding the instructional program and student progress?
* Does the teacher maintain two-way communication between the teacher and families?
* Does the teacher create opportunities for families to engage in the learning process?

Standard Descriptors:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| Teacher communication with families—about the instructional program, 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. 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.  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. |

Possible evidence / Critical attributes to look for:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| Little or no information regarding the instructional program is available to parents.  Families are unaware of their children’s progress.  Family engagement activities are lacking.  Communication is culturally inappropriate. | School or district-created materials about the instructional program are sent home.  Infrequent or incomplete information is sent home by teachers about the instructional program.  Teacher maintains school-required grade book but does little else to inform families about student progress.  Teacher communications are sometimes inappropriate to families’ cultural norms. | Information about the instructional program is available on a regular basis.  The teacher sends information about student progress home on a regular basis.  Teacher develops activities designed to successfully engage families in their children’s learning, as appropriate. | In addition to the characteristics of “proficient”:  On a regular basis, students develop materials to inform their families about the instructional program.  Students maintain accurate records about their individual learning progress and frequently share this information with families.  Students contribute to regular and ongoing projects designed to engage families in the learning process. |

Standard 4d: Participating in a Professional Community

Guiding Questions:

* Does the teacher regularly participate with colleagues to share and plan for student success?
* Does the teacher actively participate in the PLT (Professional Learning Team) process to inform instruction?
* Does the teacher regularly participate in professional development that emphasizes improving practice?
* Does the teacher regularly participate in school and district initiatives?

Standard Descriptors:

| Unsatisfactory | Basic | Proficient | Exemplary |
| --- | --- | --- | --- |
| 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. | 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 to do so. | Teacher’s 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. | Teacher’s 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. |

Possible evidence / Critical attributes to look for:

| Unsatisfactory | Basic | Proficient | Exemplary |
| --- | --- | --- | --- |
| The teacher’s relationship with colleagues is characterized by negativity or combativeness.  The teacher purposefully avoids contributing to activities promoting professional inquiry.  The teacher avoids involvement in school activities and school district and community projects. | The teacher has pleasant relationship with colleagues.  When invited, the teacher participates in activities related to professional inquiry.  When asked, the teacher participates in school activities, as well as school district and community projects. | The teacher has supportive and collaborative relationships with colleagues.  The teacher regularly participates in activities related to professional inquiry.  The teacher frequently volunteers to  participate in school activities, as well as school district and community projects. | In addition to the characteristics of “proficient”:  The teacher takes a leadership role in promoting activities related to professional inquiry.  The teacher regularly contributes to and oversees events that positively impact school life.  The teacher regularly contributes to and serves as head of significant school district and community projects. |

Standard 4e: Growing and Developing Professionally

Guiding Questions:

* Does the teacher participate in learning networks with colleagues; regular sharing of feedback?
* Does the teacher attempt to stay apprised of current strategies or initiatives to enhance professional practice? (attend courses, workshops, academic reading, professional organizations, etc.)

Standard Descriptors:

| Unsatisfactory | Basic | Proficient | Exemplary |
| --- | --- | --- | --- |
| Teacher engages in no professional development activities to enhance knowledge or skill.  Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.  Teacher makes no effort to share  knowledge with others or to assume professional responsibilities. | Teacher participates in professional activities to a limited extent when they are convenient.  Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.  Teacher finds limited ways to contribute to the profession. | Teacher seeks out opportunities for  professional development to enhance content knowledge and pedagogical skill.  Teacher welcomes feedback from  colleagues—either when made by supervisors or when opportunities arise through professional collaboration.  Teacher participates actively in assisting other educators. | Teacher seeks out opportunities for  professional development and makes a systematic effort to conduct action research.  Teacher seeks out feedback on teaching from both supervisors and colleagues.  Teacher initiates important activities to contribute to the profession. |

Possible evidence / Critical attributes to look for:

| Unsatisfactory | Basic | Proficient | Exemplary |
| --- | --- | --- | --- |
| The teacher is not involved in any activity that might enhance knowledge or skill.  The teacher purposefully resists discussing performance with supervisors or colleagues.  The teacher ignores invitations to join professional organizations or attend conferences. | The teacher participates in professional activities when they are required or when provided by the school district.  The teacher reluctantly accepts feedback from supervisors and colleagues.  The teacher contributes in a limited fashion to educational professional organizations. | The teacher seeks regular opportunities for continued professional development.  The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback.  The teacher actively participates in  professional organizations designed to contribute to the profession. | In addition to the characteristics of “proficient”:  The teacher seeks regular opportunities for continued professional development, including initiating action research.  The teacher actively seeks feedback from supervisors and colleagues.  The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession. |

Standard 4f: Showing Professionalism

Guiding Questions:

* Does the teacher have a reputation as someone who can be trusted?
* Does the teacher frequently remind participants during committee or planning work that students are the highest priority?
* Does the teacher support students, even in the face of difficult situations or conflicting policies?
* Does the teacher challenge existing practice in order to put students first?
* Does the teacher consistently fulfill school district mandates regarding policies and procedures?

Standard Descriptors:

| Unsatisfactory | Basic | Proficient | Exemplary |
| --- | --- | --- | --- |
| Teacher displays dishonesty in interactions with colleagues, students, and the public.  Teacher is not alert to students’ needs and contributes to school practices that result in some students’ being ill served by the school.  Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations. | Teacher is honest in interactions with colleagues, students, and the public.  Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students’ being ill served by the school.  Teacher’s decisions and recommendations are based on limited but genuinely professional considerations.  Teacher complies minimally with school and district regulations, doing just enough to get by. | Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.  Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.  Teacher maintains an open mind in team or departmental decision making.  Teacher complies fully with school and district regulations. | Teacher takes a leadership role with  colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.  Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those tradition-ally underserved, are honored in the school.  Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.  Teacher complies fully with school and district regulations, taking a leadership role with colleagues |

Possible evidence / Critical attributes to look for:

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| Teacher is dishonest.  Teacher does not notice the needs of students.  The teacher engages in practices that are self-serving.  The teacher willfully rejects school district regulations. | Teacher is honest.  Teacher notices the needs of students but is inconsistent in addressing them.  Teacher does not notice that some school practices result in poor conditions for students.  Teacher makes decisions professionally, but on a limited basis.  Teacher complies with school district regulations. | Teacher is honest and known for having high standards of integrity.  Teacher actively addresses student needs.  Teacher actively works to provide opportunities for student success.  Teacher willingly participates in team and departmental decision making.  Teacher complies completely with school district regulations. | In addition to the characteristics of “proficient”:  Teacher is considered a leader in terms of honesty, integrity, and confidentiality.  Teacher is highly proactive in serving students.  Teacher makes a concerted effort to ensure that opportunities are available for all students to be successful.  Teacher takes a leadership role in team and departmental decision making.  Teacher takes a leadership role regarding school district regulations. |

FORMS

FORMAL PRE-OBSERVATION REPORT

Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time \_\_\_\_\_\_\_\_\_ Subject Taught \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Objective(s) of the lesson and relevant standard(s):

2. Procedure(s):

3. Teacher’s plan to evaluate student achievement objective(s):

How do you plan to make use of the results of the assessment?

4. Specific request for observation (e.g., skills, techniques, pupil interactions, etc.):

REFLECTION SHEET

To be completed by teacher following each formal observation and taken to post-observation conference.

NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SCHOOL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

GRADE/SUBJECT \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. As I reflect on the lesson, to what extent were the students productively engaged in the work?

How do I know?

2. Did the students learn what I expected them to learn? Were my instructional goals met? Or how and when will I know?

3. Did I alter my goals or my work plan as I taught the lesson? Why? How?

4. If I had the opportunity to teach this lesson again, to this same group of students, what would I do differently? Why?

**Self-Assessment Form**

Teacher Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assignment\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domain I: Planning & Preparation** | **U** | **B** | **P** | **D** | **NA** |
| **1a:** 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 |  |  |  |  |  |
| Comments: | | | | | |
| **Domain II: Classroom Environment** | **U** | **B** | **P** | **D** | **NA** |
| **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 |  |  |  |  |  |
| Comments: | | | | | |
| **Domain III: Instruction** | **U** | **B** | **P** | **D** | **NA** |
| **3a:** Communicating with Students |  |  |  |  |  |
| **3b:**  Questioning and Discussion Techniques |  |  |  |  |  |
| **3c:** Engaging Students in Learning |  |  |  |  |  |
| **3d:** Using Assessment in Instruction |  |  |  |  |  |
| **3e:** Demonstrating Flexibility and Responsiveness |  |  |  |  |  |
| Comments: | | | | | |
| **Domain IV: Professional Responsibilities** | **U** | **B** | **P** | **D** | **NA** |
| **4a:** Reflecting on Teaching |  |  |  |  |  |
| **4b:** Maintaining Accurate Records |  |  |  |  |  |
| **4c:** Communicating with Families |  |  |  |  |  |
| **4d:** Participating in a Professional Community |  |  |  |  |  |
| **4e:** Growing and Developing Professionally |  |  |  |  |  |
| **4f:** Showing Professionalism |  |  |  |  |  |
| Comments: | | | | | |

**Formative Evaluation Form**

Teacher Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Probationary: Year \_\_\_\_\_ Contract

Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assignment\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domain I: Planning & Preparation** | **U** | **B** | **P** | **D** | **NA** |
| **1a:** 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 |  |  |  |  |  |
| Comments: | | | | | |
| **Domain II: Classroom Environment** | **U** | **B** | **P** | **D** | **NA** |
| **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 |  |  |  |  |  |
| Comments: | | | | | |
| **Domain III: Instruction** | **U** | **B** | **P** | **D** | **NA** |
| **3a:** Communicating with Students |  |  |  |  |  |
| **3b:**  Questioning and Discussion Techniques |  |  |  |  |  |
| **3c:** Engaging Students in Learning |  |  |  |  |  |
| **3d:** Using Assessment in Instruction |  |  |  |  |  |
| **3e:** Demonstrating Flexibility and Responsiveness |  |  |  |  |  |
| Comments: | | | | | |
| **Domain IV: Professional Responsibilities** | **U** | **B** | **P** | **D** | **NA** |
| **4a:** Reflecting on Teaching |  |  |  |  |  |
| **4b:** Maintaining Accurate Records |  |  |  |  |  |
| **4c:** Communicating with Families |  |  |  |  |  |
| **4d:** Participating in a Professional Community |  |  |  |  |  |
| **4e:** Growing and Developing Professionally |  |  |  |  |  |
| **4f:** Showing Professionalism |  |  |  |  |  |
| Comments: | | | | | |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Supervisor Date

This Evaluation has been discussed between the supervisor and teacher.

**Summative Evaluation Form**

Teacher Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Probationary: Year \_\_\_\_\_ Contract

Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assignment\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Performance Levels | Definitions of Performance as Applied to Standards of Professional Practice |
| Unsatisfactory | Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice |
| Basic | Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan |
| Proficient | Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning |
| Distinguished | Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities |
| Summative Rating  2013-14 | The Summative Rating is determined by compiling the ratings from each of the four (4) domains with each rating receiving the following point values: Unsatisfactory (1); Basic (2); Proficient (3); and Distinguished (4). Scores will be totaled to reflect the following summative ratings:  5 or below **Unsatisfactory** 6 - 9 **Basic** 10 – 13 **Proficient** 14 – 16 **Distinguished** |
| Summative Rating  2014-15 | The Summative Rating is determined by compiling the ratings from each of the five (5) domains with each rating receiving the following point values: Unsatisfactory (1); Basic (2); Proficient (3); and Distinguished (4). Scores will be totaled to reflect the following summative ratings:  9 or below **Unsatisfactory**  10 – 13 **Basic** 14 – 17 **Proficient** 18 – 20 **Distinguished** |

**Domain I: Planning & Preparation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **U** | **B** | **P** | **D** | **NA** |
| **1a:** Knowledge of Content and Pedagogy |  |  |  |  |  |
| **1b:** Demonstrating Knowledge of Students |  |  |  |  |  |
| **1c:** Setting Instructional Outcomes |  |  |  |  |  |
| **1d:** Demonstrating Knowledge of Resources |  |  |  |  |  |
| **1e:** Designing Coherent Instruction |  |  |  |  |  |
| D**omain I: Planning & Preparation Rating** (transfer to summative section) |  |  |  |  |  |
| Comments: | | | | | |

**Domain II: Classroom Environment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **U** | **B** | **P** | **D** | **NA** |
| **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 |  |  |  |  |  |
| D**omain II: Classroom Environment Rating** (transfer to summative section) |  |  |  |  |  |
| Comments: | | | | | |

**Domain III: Instruction**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **U** | **B** | **P** | **D** | **NA** |
| **3a:** Communicating with Students |  |  |  |  |  |
| **3b:**  Questioning and Discussion Techniques |  |  |  |  |  |
| **3c:** Engaging Students in Learning |  |  |  |  |  |
| **3d:** Using Assessment in Instruction |  |  |  |  |  |
| **3e:** Demonstrating Flexibility and Responsiveness |  |  |  |  |  |
| D**omain III: Instruction Rating** (transfer to summative section) |  |  |  |  |  |
| Comments: | | | | | |

**Domain IV: Professional Responsibilities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **U** | **B** | **P** | **D** | **NA** |
| **4a:** Reflecting on Teaching |  |  |  |  |  |
| **4b:** Maintaining Accurate Records |  |  |  |  |  |
| **4c:** Communicating with Families |  |  |  |  |  |
| **4d:** Participating in a Professional Community |  |  |  |  |  |
| **4e:** Growing and Developing Professionally |  |  |  |  |  |
| **4f:** Showing Professionalism |  |  |  |  |  |
| D**omain IV: Professional Responsibilities Rating** (transfer to summative section) |  |  |  |  |  |
| Comments: | | | | | |

**Domain V: Student Learning & Growth**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **U** | **B** | **P** | **D** | **NA** |
| **5a:** Goal Attainment |  |  |  |  |  |
| **5b:** Rigorous Goal |  |  |  |  |  |
| **5c:** Continuous Monitoring of Goal |  |  |  |  |  |
| D**omain V: Student Learning & Growth Rating** (transfer to summative section) |  |  |  |  |  |
| Comments: | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Summative Rating and Additional Comments** | **U** | **B** | **P** | **D** | **NA** |
| Domain I: Planning & Preparation Rating |  |  |  |  |  |
| Domain II: Classroom Environment Rating |  |  |  |  |  |
| Domain III: Instruction Rating |  |  |  |  |  |
| Domain IV: Professional Responsibilities Rating |  |  |  |  |  |
| Domain V: Student Learning & Growth Rating |  |  |  |  |  |
| Summative Rating: |  |  |  |  |  |
| Comments: | | | | | |

Recommendation:

Contract Extension Contract Renewal Other

Details:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The teacher has attached comments to this conference form: Yes No

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Supervisor Date

This Evaluation has been discussed between the supervisor and teacher.

**Original to Human Resources Copy to Supervisor Copy to Teacher**

**SAMPLE SCHOOL DISTRICT TEACHER GOALS PROCESS TEMPLATE**

|  |  |
| --- | --- |
| Teacher |  |
| Assignment |  |
| School |  |
| Administrator |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Initial Conference | Content  The goal is being written around which grade/subject/level? | |  | | |
| Context  What are the characteristics or special learning circumstances of my class(es)? | |  | | |
| Baseline Data  What are the learning needs of my students?  Attach supporting data. | |  | | |
| Student Growth Goal Statement  (written in SMART format) | |  | | |
| Strategies for Improvement  How will I help students attain this goal?  Provide specific actions that will lead to goal attainment. | |  | | |
| Implications for Professional Growth  What professional development will help me accomplish my goal? How has my self-assessment and evaluation informed my professional development needs?  How might I team with colleagues in professional development toward my goal?  How will my professional development impact my student growth goal? | |  | | |
| Teacher Signature: | Date: | | Administrator Signature: | Date: |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Mid-Year Review | Collaborative Mid-Year Data Review  What progress has been made?  Attach supporting data. | |  | | |
| Strategy Modification  What adjustments need to be made to my strategies? | |  | | |
| Implications for Professional Growth  Has my professional growth to date been relative?  How has my professional growth impacted student learning?  Have my professional growth needs changed? If so, how? | |  | | |
| Teacher Signature: | Date: | | Administrator Signature: | Date: |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Evaluation Conference | End-of-Year Data  What does the end of the year data show?  Attach data. | |  | | |
| Reflection on Results  Overall, what worked, or what should be refined? | |  | | |
| Professional Growth Reflection  How can I use the results to support my future professional growth?  What additional professional growth needs do I have based on my self assessment? | |  | | |
| Teacher Signature: | Date: | | Administrator Signature: | Date: |

Step-by Step SMART Goal Setting Process

**R**igorous,

**R**ealistic &

**R**esults-focused

The goal is bound by a timeline that is definitive and progress is monitored during the process.

**T**imed

&

**T**racked

The goal is doable but stretches the bounds of what is attainable.

Student Growth Goal Checklist

This checklist is provided as a resource to teachers and administrators in the writing and evaluation of Student Growth Goals (SGG).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Baseline and Trend Data | Student Population | Interval of Instruction | Standards and Content | Assessments(s) | Growth Target(s) | Rationale for Growth Target(s) |
| What information is being used to inform the creation if the SGG and establish the amount of growth that should take place within the time period? | Which Students will be included in the SGG? Include course, grade level and number of students. | What is the duration of the course that the SGG will cover? Include beginning and end dates. | What content will be the SGG target? To what related standards is the SGG aligned? | What assessment(s) will be used to measure student growth for the SGG? | Considering all available data and content requirements, what growth target(s) can students be expected to reach? | What is your rationale for setting the target(s) for student growth within the interval of instruction? |
| * Identifies sources of information about students (e.g. test scores from prior years, results of pre- assessments) * Draws upon trend data, if available * Summarizes the teacher’s analysis of the baseline data by identifying student strengths and weaknesses | * Identifies the class or subgroup of students covered by the SGG * Describes the student population and considers any contextual factors that may impact student growth (demographic, life event, etc.) * If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SGG | * Matches the length of the course (e.g. quarter, semester, year) * Reflects students who receive at least 85% of the teacher’s instruction for that course | * Specifies how the SGG will address applicable Common Core State Standards * Represents the big ideas or domains of the content taught during the interval of instruction * Identifies core knowledge and skills students are expected to attain as required by the applicable standards | * Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended * Selects measures with sufficient “stretch” so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course * Provides a plan for combining assessments if multiple summative assessments are used | * Uses baseline or pretest data to determine appropriate growth * Sets developmentally appropriate targets * Creates tiered targets when appropriate so that all students may demonstrate growth * Sets ambitious yet attainable targets | * Demonstrates teacher knowledge of students and content * Explains why target is appropriate for the population * Addresses observed student needs * Uses data to identify student needs and determine appropriate growth targets * Explains how targets align with school and district goals * Sets rigorous expectations for students and teacher(s) |

**Plan of Assistance for Improvement Form**

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

Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assignment\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*Developed in cooperation with Administrator, Certified Staff Member and Association Representative

|  |
| --- |
| 1. Area of Deficiency: |
| Domain(s) \_\_\_\_\_\_\_\_\_\_\_ Performance Standard(s)\_\_\_\_\_\_\_\_\_\_\_\_\_  Concerns: |

|  |
| --- |
| 2. Supervisor’s Expectations: |
|  |

|  |
| --- |
| 3. Assistance to be provided to teacher in meeting expectations: |
|  |

|  |
| --- |
| 4. Timeline: |
|  |

|  |  |
| --- | --- |
| Teacher Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Administrator Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Association Member Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Original to Teacher Copy to Supervisor Copy to Human Resources**

**DOCUMENTATION OF PROFESSIONAL DEVELOPMENT**

This form is to be maintained by the teacher as a record of the professional development necessary for license renewal.

|  |  |  |
| --- | --- | --- |
| List Professional Development Activities | Domain(s) | Number of PDU’s |
|  |  |  |

Domains: Note:

Subject matter of specialty One clock hour = 1 PDU

Assessment strategies One quarter hour credit = 20 PDU’s.

Methods and curriculum

Understanding diversity Minimum of PDU’s

State and national educational priorities 75 for Basic License

Use of technology in education 125 for standard or continuing license

**Appendix A**

Artifacts are indicators of an educator’s professional practice. They are not intended to be a portfolio of completed work. They are meant to support an educator’s evaluation process and the progress toward his/her goals. Artifacts are not put into the personnel file. They are for dialogue purposes only. Please note that educators are responsible for using artifacts to advocate for themselves. Evaluators should be cognizant of practices/artifacts in an educator’s classroom.

The artifacts on the following list are intended as examples. There is no expectation that these specific artifacts be provided to the evaluator. Practitioners may wish to provide evaluators with artifacts that are not on this list. Also, note that some artifacts, although listed in only one domain, may be evidence of practice in others as well.

Domain 1 – Planning and Preparation

* Examples of anecdotal records on students
* Examples of modifications of assessments/assignments/lessons for SPED, ELL, Gifted (recognize IEPs, 504s)
* Examples of pre/post assessments
* Rubric samples/valuable concepts reflected in lesson plans
* Examples of differentiating assignment/compacting
* Notes on collaboration with grade level teams
* Examples of daily essential questions/goals/objectives
* Examples of collaboration with other practitioners on shared students
* Written abstracts of research articles for resources and the subsequent incorporation of articles into lesson plans
* Examples of grouping based on pre-tests
* Examples of visual aids
* Examples of educational games to reinforce skills
* Examples of student designed/teacher created rubrics
* Examples of teacher created assessments
* Curriculum maps showing scaffolding and/or aligned with standards
* Differentiated questioning levels to accommodate student abilities
* Mini lessons
* Pre-planned re-teaching
* Teachers teaching colleagues
* Attend professional development and demonstrate updated lesson plans
* Agenda/minutes of training for assistants

**Appendix A (Continued)**

Domain 2 – Classroom Environment

* CD, electronic presentations
* Classroom observations
* Incentive/reward plans
* Unit bulletin boards
* Seating chart
* Physical layout of room
* Diagram/photographs of room
* Daily, weekly routine, schedules
* Examples of classroom management plan
* Anecdotal records of student sharing
* Notes on behavioral intervention
* Examples of cooperative group activities
* Modeling appropriate classroom behavior
* Examples of work completed checklist
* Examples of positive feedback to and from students (certificates, notes)
* Examples of student self-assessment
* Student work displayed
* Examples of objectives for unit/lesson
* Examples of content relevant posters
* Examples of learning stations
* Content related, relevant artifacts on walls
* Examples of “transition tricks” (music, saying, clapping, lights, etc.) used in class
* Plans for instructional assistants and volunteers
* Individual student schedules
* Student checklists (for routines)
* Examples of time management supports (timers, write on board, lights, etc.)
* Notes on strategies for students
* Documentation of referrals—minor/major
* Examples of Class Meetings

**Appendix A (Continued)**

Domain 3 – Instruction

* Student achievement data
* Classroom observations
* Student work samples
* Units of study
* Video/audio records of student performance
* Extension and enrichment activities
* Modifications/Differentiation samples
* Examples of written feedback
* Copies of quizzes, tests, assignments
* Examples of journaling and autobiographies
* Examples of student projects
* Examples of objectives and goals, clear expectations
* Conferencing notes
* Class meeting notes
* Video taped instruction/interactions with students
* Examples of blogging, podcasting through practitioner’s website
* Examples of syllabus with expectations
* Examples of assignment guides (mini-syllabus)
* Pictures of video of students utilizing a variety of materials/resources (Eno, Elmo, computers, leveled books, math games, etc.)
* Creation of leveled groups based on pre and post assessment
* Examples of on the spot re-teaching
* Student projects demonstrating standards/objectives

Appendix A (Continued)

Domain 4 – Professional Responsibilities

* Observations
* Examples of specific report card comments
* Examples of progress monitoring data and plans changed based on progress
* Examples of attendance, grades, conference forms, report cards, anecdotal records,
* Notes/information from committee meetings, professional journals, team meetings/grade level meetings
* Hand-outs/notations on continued professional development (conferences,
* Workshops, conventions)
* Participation log of activities in professional organizations
* Log of tutorials used for technology or other educational purposes
* Notes from site visits to other institutions
* Notes/meeting log from working collaboratively with colleagues
* Examples/Logs of participation in after school activities (i.e. Bingo Night) outside the school day
* Examples interaction/participation in the Redmond Education Association
* Noted parent feedback based on teacher/student performance
* Examples of providing extra support to students outside of assigned school hours
* Examples of advocacy – attendance of PTO/PTAC, Board meeting, student events to present or support programming
* Examples of promptness in meeting deadlines (i.e. IEP), timelines, meeting prep