



Teacher Appraisal System





TEACHER APPRAISAL SYSTEM

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SECTION 1:

TROY-30C APPRAISAL COMMITTEE PROCESS and MEMBERS

Roles and Responsibilities of Appraisal Committee:

Members of the Appraisal Committee, included the President of the Troy District 30C Education Association and certified staff representing the schools in the District, developed the Appraisal Plan. The development process included ongoing communication with certified staff and professional development of both certified staff and administration in order to be able to implement the plan with fidelity and transparency. The Board of Education approved the plan prior to implementation.

TROY-30C PERA JOINT COMMITTEE PROCESS AND MEMBERS

Roles and Responsibilities of PERA Joint Committee:

Members of the PERA Joint Committee are composed of equal representation by the district and teaching staff. This committee is responsible for the establishment of a performance evaluation plan that incorporates data and indicators of student growth as a significant factor in rating teacher performance.

Members of the Appraisal Committee:

Brooke Allen
Kathy Barker
Nicole Barr
Colleen Connolly
Kristin Copes
Heather Elkins
Anne Gmazel
Tyler Hammond
Kristin Johnson
Ruth Juhant
Dr. Todd Koehl
Jill Masheimer
Laura McKee
Christine Moran
Matt Oldenburg
Nicolle Oldenburg
Paul Schrik
Kendra Schutt
Tyler Slowinski
Christine Thoele
Lisa Vitas
Sarah Wells
Jenna Woodland

Members of the PERA Joint Committee:

Kathy Barker
Heather Elkins
Kristin Johnson
Ruth Juhant
Dr. Todd Koehl
Christine Moran
Paul Schrik
Lisa Vitas
Sarah Wells
Jenna Woodland

SECTION 2: INTRODUCTION AND OVERVIEW OF DANIELSON FRAMEWORK

Introduction

The *Troy 30-C Teacher Appraisal System* currently focuses on professional practice evidence collected from the 2013 Framework for Teaching Evaluation Instrument by Charlotte Danielson and student growth collected from Type I, II and III Assessments. The actions teachers can take to improve student learning are clearly identified in 22 components and 76 descriptive elements and fall under four domains

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

There are four levels of performance for each component [IL Admin Code 23:50.100c(2)]:

1. Unsatisfactory
2. Needs Improvement
3. Proficient
4. Excellent

The Teacher Appraisal Committee recognizes the role student growth and teacher value added can play in the appraisal process, and reviewed recent legislation enacted in the State of Illinois calling for student growth to be included in teacher evaluation by September 1, 2016 [105ILCS 5/24A-2.5(4)].

During the 2013-2014 school year, the Teacher Appraisal Committee examined the state requirements of student growth. During the 2014-2015 school year the PERA Joint Committee met informally to discuss options for including student growth into the teacher evaluation process and develop a student growth component to be added to the teacher evaluation instrument. A pilot of the student growth component is to occur during the 2015-2016 school year [105 ILCS 5/25A-4(b)].

Troy's Appraisal System is the foundation for professional conversations among educators as they enhance their teaching skills and become more thoughtful practitioners. The framework will integrate Troy's recruiting, hiring, mentoring, coaching, professional development, and teacher appraisal processes. The teacher evaluation plan shall consider the teacher's attendance and his or her competency in the subject matter taught, as well as specify the teacher's strengths and weaknesses and the reasons for identifying the areas as such [IL Admin Code 23:50.120(b)].

SECTION 3: APPRAISAL PROCESS BELIEFS – COMMITMENTS AND COMMON THEMES

Belief	Aligned Commitments
<i>Troy District 30c believes that the Teacher Appraisal process must support...</i>	<i>In order to embed this Teacher Appraisal process belief into professional practice, Troy District 30C commits to...</i>
<u>A Positive Professional Learning Environment</u> where the teaching outcome is continuous improvement.	<ul style="list-style-type: none"> ○ Developing a district and school culture that fosters trust among all staff members.
<u>A Collaborative Culture</u> that values honest and respectful dialogue with the ultimate goal of improving learning for students and teachers.	<ul style="list-style-type: none"> ○ Ongoing dialogue focused on improving instruction centered upon commonly defined and understood learning goals.
<u>Self-Reflection</u> which contributes to the continuous growth and development of a teacher's ongoing practice.	<ul style="list-style-type: none"> ○ Developing teacher self-reflection skills through collegial conversations and review of artifacts of student learning and growth/teaching practices that will be used to guide future instruction. ○ Embed reflective practices into professional learning processes in the district.
<u>An Ongoing Process</u> with clear language and consistent expectations for administrators and teachers.	<ul style="list-style-type: none"> ○ Training for all administrators to obtain inter-rater reliability ○ Training for teachers in order to understand the expectations of proficient teaching in correlation with their level of expertise ○ Scheduled conferences and formal/informal observations at reasonable times and frequencies throughout the year ○ Setting goals for future professional teaching growth through review of current progress ○ Create a professional growth plan to achieve agreed upon goals
<u>Identified Teaching behaviors and skills</u> needed to deliver high quality instruction.	<ul style="list-style-type: none"> ○ Facilitating opportunities for staff to become familiar with expected professional behaviors and skills focused upon in <i>The Framework for Teaching</i> ○ Facilitating opportunities for staff to analyze and apply student growth data in their instructional practice ○ Assessing teacher's use and success with research based strategies and processes
<u>Structured, Predictable, Supportive Procedures</u> to meet the specific needs of tenured and non-tenured teachers.	<ul style="list-style-type: none"> ○ Creating and implementing appraisal procedures that differentiates between tenured and non-tenured teachers.

<p><u>Consistency</u> of measurement through an objective assessment that is evidence based and is implemented reliably and validly in every setting (i.e., unbiased and dependable methods in every building).</p> <p>The appraisal tool needs to be part of a connected system from recruitment and hiring, to completion of probationary status and eventual continued success as a tenured teacher.</p>	<ul style="list-style-type: none"> ○ Developing a professional learning process for all stakeholders throughout the ongoing implementation of <i>The Teacher Appraisal System</i> (i.e. focus upon the science and craft of education’s professional practice; common appraisal priorities and language; consistent levels of performance expertise; and ongoing improvement based upon evidence collection and collaborative conversation) ○ Providing appropriate training for all stakeholders
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Common Appraisal Process Themes:

Equity:

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

Cultural Competence:

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

High Expectations:

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

Developmental Appropriateness:

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

Attention to Individual Students Including Those with Special Needs:

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

Appropriate Use of Technology:

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

Student Assumption of Responsibility:

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

SECTION 4: APPRAISAL SYSTEM DEFINITIONS

Annual Self-Reflection and Growth Plan) - A plan jointly developed by the evaluator, mentor (non-tenured only) and teacher, which results in the continuous improvement of student learning. The evaluator and mentor shall be available to provide assistance to the teacher in the development of next steps, but the responsibility for developing the steps shall rest with the teacher. In the unlikely event that the evaluator and the teacher do not reach mutual agreement, the evaluator shall be responsible for establishing the next steps.

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

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

Components – Distinct aspects of a Domain as defined by the Framework for Teaching

Consulting Teacher – An educational employee as defined in the Educational Labor Relations Act who has at least five years of experience as a Teacher and a reasonable familiarity with the assignment of the Teacher being evaluated, and who received an Excellent rating on his or her most recent evaluation. The Consulting Teacher is selected by the Evaluator from a list provided by the CFT President and is used for the purpose of supporting the Teacher during the Remediation Plan, but cannot be held responsible for the final outcome.

Critical Attributes – Additional tools to support the understanding of teaching practice in order to assist in distinguishing across levels of performance. These are considered characteristics of teaching practice and are not evident in all situations at all times. Instead, they can be used as the “look for” and “listen for” in teaching practice.

Documentation – Evidence/information that supports or explains the Teacher’s work in each of the four Domains [105 ILCS 5/24-5(f)].

Domains of Specialized Practice – Four main areas of effective specialized practice (Planning and Preparation, Environment, Delivery of Services, and Professional Responsibilities).

Domains of Teaching Practice – Four main areas of effective teaching practice (Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities).

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

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

FfT – Danielson’s *Framework for Teaching*

Observation (Formal) – Formal observations will include the following: (1) are announced (2) are a minimum of 45 minutes, or a complete lesson, or an entire class period; (3) include pre-observation and post-observation conferences; and (4) include documentation of the observation provided to the Teacher [IL Admin Code 23:50.120(c)].

Observation (Informal) – Informal observations will include the following: (1) are unannounced, (2) are a minimum of 10 minutes, (3) have no pre-observation conference, (4) have optional post-observation conference as requested by the Teacher or Evaluator or both; and (5) include documentation of the observation provided to the Teacher [IL Admin Code 23:50.30].

Performance Evaluation – Written evaluation of the Teacher’s job performance based on the ratings earned on each of the components. According to state requirements, Teacher performance shall be rated as: Excellent, Proficient, Needs Improvement, or Unsatisfactory [IL Admin Code 23:50.30]

Performance Evaluation Conference – A performance evaluation conference is a meeting, separate from the post-observation conference, in which the Teacher and Evaluator review and sign the final Champaign Framework for Teaching and discuss possible next steps for professional growth.

Performance Evaluation Ratings (Summative) – The final rating of the Teacher using the rating levels of Excellent, Proficient, Needs Improvement, or Unsatisfactory and includes consideration of professional practice and when applicable, indicators of student growth. ([105 ILCS 24A-2.5])

Pre-Observation Conference – A Pre-Observation conference must precede a formal observation and include (1) a written lesson or unit plan and/or evidence of planning for lesson/activity in advance of the conference; (2) input by the Teacher regarding the focus of observation; and (3) a discussion of the lesson/activity to be observed.

Post-Observation Conference – A Post-Observation conference must follow a formal observation and informal (when requested) and include (1) the Evaluator and the Teacher discussing the evidence collected about the Teacher’s professional practice; (2) the Evaluator providing specific feedback in writing; (3) the Teacher being given the opportunity to reflect and respond to the evidence provided and give additional information/explanation if needed; and (4) notification by the Evaluator to the Teacher if the evidence collected to date may result in a component rating of Needs Improvement or Unsatisfactory.

Professional Development Plan (PDP) – A plan for professional development created within 30 school days after the completion of an Evaluation resulting in the Needs Improvement rating. The PDP is developed by the Evaluator in consultation with a Teacher based upon areas that need improvement and includes supports that the district will provide to address the performance areas identified as needing improvement. [105 ILCS 5/24A-5(h)].

Professional Practice – Planning, instructional delivery, classroom management and professional responsibilities aligned to the Illinois Professional Teaching Standards [IL Admin Code 23:50.120(a)].

Qualified Evaluator – An individual who has completed the pre-qualification process and who has successfully passed the State-developed assessments specified to evaluate Teachers. Each qualified Evaluator shall maintain his/her qualification by completing the re-training required. In Troy 30c, a qualified Evaluator is any administrator (see Section 24A-3 of the School Code)

Remediation Plan – A state-mandated Plan created by the Evaluator to commence within 30 days after a Tenured Teacher has been rated Unsatisfactory on a Performance Evaluation. The Remediation Plan shall have deficiencies cited, provided the deficiencies are remediable; be implemented in a 90 school day timeframe; provide for a midpoint performance evaluation that includes, within 10 days, a written copy of the evaluation ratings, with deficiencies and recommendations identified; and provide for a final performance evaluation within 10 days after the conclusion of the remediation timeframe. The Teacher must receive a Proficient or Excellent to be reinstated to the regular evaluation cycle. A Consulting Teacher will help support the Teacher with the implementation of the Remediation Plan during the 90 school day period. [105 ILCS 5/24A-5(i)]

Specialist – Persons included in the following categories of Teacher: Counselors/Social Workers, Differentiation Coaches, Learning Resource Center Director, and School Nurse.

Student Growth Data – A measurement model that employs multiple data points from at least two types of assessments. The assessments and measurement models identified shall align to the school's and district's improvement goals (IL Admin Code 23:50.110(a-b)).

Teacher - A full-time or part-time professional employee of the school district who is required to hold a teaching certificate or a professional educator's license endorsed for a teaching field. [(105 ILCS 5/24A-4(a)].

Written Notification – Document provided to each Teacher by the first day of school (or no later than thirty days after the contract is executed—but prior to the commencement of the evaluation process—if the Teacher is hired after the start of the school term): 1) Rating definitions and the method for determining the ratings; 2) Performance Evaluation rubric that is appropriate for the Teacher; and 3) the defined process for a Teacher who receives Needs improvement or Unsatisfactory [IL Admin Code 23:50.100(c)].

SECTION 5: ROLES OF EVALUATORS, MENTORS, AND TEACHERS IN APPRAISAL PROCESS

Evaluator's Responsibilities

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

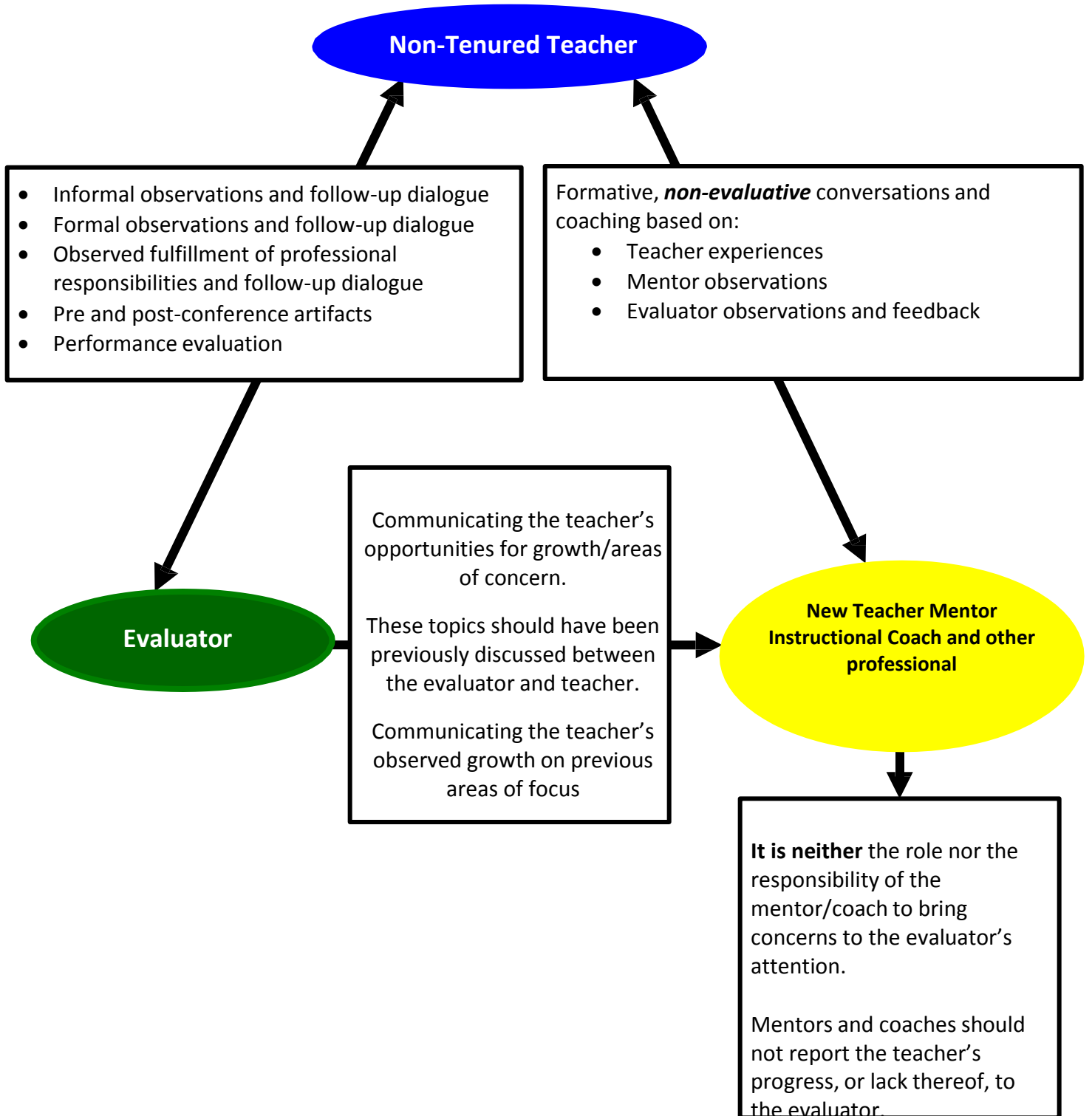
Teacher Responsibilities

- Understand and implement the FfT
- Meet with principal and mentor to ensure adherence to FfT (If applicable)
- Take personal responsibility for attaining proficient performance

Mentor's Responsibilities

- Introduce teacher to faculty
- Communicate building procedures, emergency, safety, and student discipline protocols
- Review required building routines
- Review system for grade reporting
- Compile substitute plans
- Review procedures for administering relevant standardized testing
- Ensure that teacher has access to all curriculum materials and technology resources
- Conduct informal observations (instructive, collaborative and facilitative) and provide written feedback
- Communicate with principal to align support for teacher

Mentor – Evaluator Support for Non-Tenured Teacher – The mentor and evaluator have a vested interest in doing everything possible to help the non-tenured teacher succeed. The graphic below outlines the responsibilities and relationship we have established to ensure a system of support for non-tenured teachers.



SECTION 6(a): STANDARDS of PROFESSIONAL PRACTICE/PERFORMANCE

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

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

Instructional Coaches

Learning Resource Center Director

Counselors/Social Workers

School Nurses

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

Framework for Teaching: Levels of Performance

These levels of performance are included in this plan to support teacher self-reflection, inform and structure professional conversations between teachers and evaluators, and suggest areas for further learning. These levels contribute to a teacher's performance evaluation rating system found in Section 8.

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

SECTION 6(b): STANDARDS of STUDENT GROWTH

A measurement model that employs multiple data points from at least two types of assessments. The assessments and measurement models identified shall align to the school's and district's improvement goals (IL Admin Code 23:50.110(a-b)].

Under this evaluation plan the student growth component will include one Type I or Type II Assessment and one Type III Assessment. Each teacher's evaluation will include data collected from identified assessments and will reflect school-wide student growth.

SECTION 7: APPRAISAL RATING SYSTEM

Operating Principles

Domain Ratings in Troy 30-C Professional Appraisal System

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

Professional Practice Ratings in Troy 30-C Professional Appraisal System

- **Excellent** - *Excellent* rating in Domain Three and at least one other domain with an *Excellent* rating. The remaining domains must be rated as *proficient*.
- **Proficient** – Three domains rated *Proficient* and one *Excellent* OR Two or three domains rated *Excellent* (not including Domain three) and the rest *Proficient* OR Four domains rated *Proficient* .
- **Needs Improvement** – Any domain rated *Needs Improvement*.
- **Unsatisfactory** - Any domain rated *Unsatisfactory*.

Student Growth Ratings in Troy 30-C Professional Appraisal System

- **Excellent** – Higher than expected growth
- **Proficient** – Expected growth
- **Needs Improvement** – Lower than expected growth
- **Unsatisfactory** – Unsatisfactory growth

Overall Ratings in Troy 30-C Professional Appraisal System (see chart on top of page 17)

- **Excellent** – *Excellent* practice with *excellent* or *proficient* growth
- **Proficient** – *Excellent* practice with *needs improvement* or *unsatisfactory* growth, OR *Proficient* practice with *needs improvement*, *proficient* or *excellent* growth, OR *needs improvement* practice with *excellent* growth.
- **Needs Improvement** – *Proficient* practice with *unsatisfactory* growth, OR *Needs improvement* practice with *unsatisfactory*, *needs improvement* or *proficient* growth, OR *Unsatisfactory* practice with *excellent* or *proficient* growth.
- **Unsatisfactory** – *Unsatisfactory* practice with *unsatisfactory* or *needs improvement* growth.

		Professional Practice			
		Unsatisfactory	Needs Improvement	Proficient	Excellent
Growth	Unsatisfactory	U	NI	NI	P
	Needs Improvement	U	NI	P	P
	Proficient	NI	NI	P	E
	Excellent	NI	P	P	E

Examples of How to Arrive at a Domain Rating, Professional Practice Rating and Final Performance Evaluation

Domain Ratings in Troy 30-C Professional Appraisal System

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

Domain 2 for Teachers - Classroom Environment				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a			X	
2b			X	
2c			X	
2d			X	
2e				X
Final Domain Rating			X	

Professional Practice Ratings in Troy 30-C Professional Appraisal System

- **Excellent** - *Excellent* rating in Domain Three and at least one other domain with an Excellent rating. The remaining domains must be rated as proficient.
- **Proficient** – Three domains rated Proficient and one Excellent OR Two or three domains rated Excellent (not including Domain three) and the rest Proficient OR Four domains rated Proficient .
- **Needs Improvement** – Any domain rated *Needs Improvement*.
- **Unsatisfactory** - Any domain rated *Unsatisfactory*.

Professional Practice Performance Evaluation Rating				
Domain	Unsatisfactory	Needs Improvement	Proficient	Excellent
Domain 1				X
Domain 2			X	
Domain 3			X	
Domain 4				X
Professional Practice Rating			X	

Overall Ratings in Troy 30-C Professional Appraisal System

- **Excellent** – Excellent practice with excellent or proficient growth
- **Proficient** – Excellent practice with needs improvement or unsatisfactory growth, OR Proficient practice with needs improvement, proficient or excellent growth, OR needs improvement practice with excellent growth.
- **Needs Improvement** – Proficient practice with unsatisfactory growth, OR Needs improvement practice with unsatisfactory, needs improvement or proficient growth, OR Unsatisfactory practice with excellent or proficient growth.
- **Unsatisfactory** – Unsatisfactory practice with unsatisfactory or needs improvement growth.

		Professional Practice			
		Unsatisfactory	Needs Improvement	Proficient	Excellent
Growth	Unsatisfactory				
	Needs Improvement				
	Proficient			P	
	Excellent				

Overall Rating – Proficient Professional Practice with Proficient Growth yields an overall rating of Proficient.

SECTION 7: NON-TENURE/TENURE ATTAINMENT AND EXPECTATIONS

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

Movement from Non-Tenure to Tenure - For any teacher who is first employed as a full-time teacher in a school district or program on or after the PERA implementation date, the probationary period shall be one of the following periods, based upon the teacher's school terms of service and performance, before the teacher shall enter upon contractual continued service (tenure) in the district or in all of the programs that the teacher is legally qualified to hold, unless the teacher is given written notice of dismissal by certified mail, return receipt requested, by the employing board at least 45 days before the end of any school term within such period:

- (1) 4 consecutive school terms of service in which the teacher receives overall annual evaluation ratings of at least "Proficient" in the last school term and at least "Proficient" in either the second or third school term;
- (2) 3 consecutive school terms of service in which the teacher receives 3 overall annual evaluations of "Excellent"; or
- (3) 2 consecutive school terms of service in which the teacher receives 2 overall annual evaluations of "Excellent" service, but only if the teacher (i) previously attained contractual continued service in a different school district or program in this State, (ii) voluntarily departed or was honorably dismissed from that school district or program in the school term immediately prior to the teacher's first school term of service applicable to the attainment of contractual continued service under this subdivision (3), and (iii) received, in his or her 2 most recent overall annual or biennial evaluations from the prior school district or program, ratings of at least "Proficient", with both such ratings occurring after the school district's or program's PERA implementation date. For a teacher to attain contractual continued service under this subdivision (3), the teacher shall provide official copies of his or her 2 most recent overall annual or biennial evaluations from the prior school district or program to the new school district or program within 60 days from the teacher's first day of service with the new school district or program [105 ILCS 5/24 -11(d)(1-3)].

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

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

SECTION 8: OVERVIEW OF THE TEACHER APPRAISAL PROCESS

CERTIFIED STAFF	NON-TENURED		TENURED	
PURPOSE	<ul style="list-style-type: none"> Promote student learning through the highest quality of teaching Promote student learning through a commitment to continuous professional learning, shared understanding of learning (professional growth) and collective inquiry Develop each individual's capacity for professional contribution to the team, building and district levels Induct new certified staff into the culture, mission, and vision of Troy District 30c Support new certified staffs' growth through a formative process within clearly defined expectations Build relationships between administrator(s) and new teachers Validate the hiring/selection process 		<ul style="list-style-type: none"> Promote student learning through the highest quality of teaching Promote student learning through a commitment to continuous professional learning, shared understanding of learning (professional growth), and collective inquiry Develop each individual's capacity for professional contribution to the team, building and District levels Support the Troy 30c District's culture, vision, and mission Support tenured teacher growth through a formative process that promotes collective inquiry and examination of practice Foster collaborative relationships among teachers and administrators 	
WHO	Year 1 & 2 Non-tenured All first and second year non-tenured certified staff	Year 3 & 4 Non-tenured All third and/or fourth year non-tenured certified staff	Tenured – Proficient & Excellent All tenured, certified staff who receive an overall rating of Proficient or Excellent (See Section 7)	Tenured – Needs Improvement All tenured, certified staff who receive an overall rating of Needs Improvement (See Section 7)
WHAT	<ul style="list-style-type: none"> Formative process focused on clearly defined expectations as outlined in the evaluation plan and Danielson <i>Framework for Teaching</i> Ongoing conversations based upon evidence gathered by both teacher and administrator (e.g. logs, teacher reflection, lesson planning, student work, formal and informal observations) Identification of teaching practice areas of celebrations and concentration based upon Formative Feedback Summaries, formative conversations, and Performance Evaluation Mentor provides informal mentoring; PLC support available at all times for those experienced teachers new to Troy. 	<ul style="list-style-type: none"> Formative process focused upon a collaboratively developed Individual Growth Plan based on the Danielson <i>Framework for Teaching</i> and school/ district goals and priorities Areas outside of the Individual Growth Plan may be addressed with the educator and if necessary, a more focused plan may be developed by the administrator for the benefit of the teacher's professional improvement Ongoing conversations based on evidence gathered by both teacher and administrator Teacher driven progress monitoring data collection and reflection in collaboration with the administrator Evidence of growth in professional contributions at team, building and/or district level Identification of growth focus for the following year based on the Danielson 	<ul style="list-style-type: none"> Formative process focused upon a collaboratively developed Annual Self-Reflection and Growth Plan based on the Danielson <i>Framework for Teaching</i> and school/ district goals and priorities Ongoing conversations based on evidence gathered by both teacher and administrator Teacher driven progress monitoring data collection and reflection in collaboration with the administrator Evidence of growth in professional contributions at team, building and/or district level Identification of growth focus for the following year based on the Danielson <i>Framework for Teaching</i> 	<ul style="list-style-type: none"> Formalized process focused upon improving identified areas of professional practice through a Professional Development Plan ("PDP") based upon the Danielson <i>Framework</i>. The PDP is to be created within 30 school days after the completion of an evaluation resulting in the overall "Needs Improvement" rating The PDP is developed by the evaluator in consultation with the teacher and takes into account the tenured teacher's on-going professional responsibilities including her/her regular teaching assignments PDP includes evidence of progress/achievement of goal & supports that the district will provide to address the performance areas identified as needing improvement PDP will typically run for 1 year, but does not have a required minimum or maximum length of time
PERFORMANCE EVALUATION [IL Admin Code 23:50.100(a-b)]	Annual	Annual	Biennial	Annual

SECTION 9: YEARS 1 & 2 NON-TENURED APPRAISAL PROCESS CHART

EVALUATION TIMELINE FOR YEARS 1 & 2 NON-TENURED ALL 22 COMPONENTS APPLY TO ALL SEGMENTS		
TIME OF YEAR	PURPOSE	DOCUMENTS/FORMS
SEGMENT 1 Completed by November 1 st	<ul style="list-style-type: none"> • Written Notification: Review of the Non-Tenured District Priorities: Review of the District Expectations of FfT Rubrics, and Appraisal Operating Principles • Informal Observation(s) prior to the formal observation • First Formal Observation • Review Professional Progress in Segment 1; Preview Segment 2 	<ul style="list-style-type: none"> • Form 1. FfT Rubrics • Appendix. Critical Attributes • Form 2. Observation Notes (optional form) • Other documentation of informal observations • Form 3. Pre-Observation Conversation • Form 4. Formative Feedback Form • Form 5. Post-Observation Conversation
SEGMENT 2 Completed by February 1 st	<ul style="list-style-type: none"> • Informal Observation(s) optional • Second Formal Observation • Review Professional Progress in Segment 1 • Performance Evaluation 	<ul style="list-style-type: none"> • Form 1. FfT Rubrics • Appendix. Critical Attributes • Form 2. Observation Notes (optional form) • Other documentation of informal observations. • Form 3. Pre-Observation Conversation • Form 4. Formative Feedback Form • Form 5. Post-Observation Conversation • Form 6. Final Performance Evaluation
SEGMENT 3 Following February 1 st	<ul style="list-style-type: none"> • Informal Observation(s) optional • Individual Annual Self-Reflection of Domain Areas for Celebrations and Concentration developed by Teacher with support from Mentor and Principal 	<ul style="list-style-type: none"> • Form 1. FfT Rubrics • Appendix. Segment Examples of Behaviors • Form 2. Observation Notes (optional form) • Other documentation of informal observations. • Form 7. Self-Reflection and Growth Plan

Note: A minimum of three (3) observations (two formal) must be part of this evaluation cycle.
[IL Admin Code 23: 50.120]

**SECTION 10:
YEARS 3 and/or 4 NON-TENURED APPRAISAL PROCESS**

EVALUATION TIMELINE FOR YEARS 3 & 4 NON-TENURED ALL 22 COMPONENTS APPLY TO ALL SEGMENTS		
TIME OF YEAR	PURPOSE	DOCUMENTS/FORMS
SEGMENT 1 Completed by November 1 st	<ul style="list-style-type: none"> • Written Notification: Review of the Non-Tenured District Priorities: Review of the District Expectations of FfT Rubrics, and Appraisal Operating Principles • Informal Observation(s) prior to the formal observation • First Formal Observation • Review Professional Progress in Segment 1; Preview Segment 2 	<ul style="list-style-type: none"> • Form 1. FfT Rubrics • Appendix. Critical Attributes • Form 2. Observation Notes (optional form) • Other documentation of informal observations • Form 3. Pre-Observation Conversation • Form 4. Formative Feedback Form • Form 5. Post-Observation Conversation
SEGMENT 2 Completed by February 1 st	<ul style="list-style-type: none"> • Informal Observation(s) optional • Second Formal Observation • Review Professional Progress in Segment 1 • Performance Evaluation 	<ul style="list-style-type: none"> • Form 1. FfT Rubrics • Appendix. Critical Attributes • Form 2. Observation Notes (optional form) • Other documentation of informal observations • Form 3. Pre-Observation Conversation • Form 4. Formative Feedback Form • Form 5. Post-Observation Conversation • Form 6. Final Performance Evaluation
SEGMENT 3 Following February 1 st	<ul style="list-style-type: none"> • Informal Observation(s) optional • Individual Annual Self-Reflection of Domain Areas for Celebrations and Concentration developed by Teacher with support/approval from Principal 	<ul style="list-style-type: none"> • Form 1. FfT Rubrics • Appendix. Critical Attributes • Form 2. Observation Notes (optional form) • Other documentation of informal observations • Form 7. Self-Reflection and Growth Plan •

Note: A minimum of three (3) observations (two formal) must be part of this evaluation cycle.
[IL Admin Code 23: 50.12]

**SECTION 11:
PROFICIENT AND EXCELLENT TENURED EVALUATION PROCESS CHART**

EVALUATION TIMELINE FOR TENURED – PROFICIENT AND EXCELLENT		
ALL 22 COMPONENTS APPLY TO TENURED PROCESS		
TIME OF YEAR	PURPOSE	DOCUMENTS/FORMS
By Sept. 30 of the first year of 2 year Individual Growth Plan	<ul style="list-style-type: none"> • Written Notification: Review of the Tenured District Priorities: Tenured Examples of Behavior, FfT Rubrics, and Appraisal Operating Principles • Self-Reflection and Growth Plan developed, reviewed, and confirmed 	<ul style="list-style-type: none"> • Form 1. FfT Rubrics • Appendix. Critical Attributes • Form 7. Self-Reflection and Growth Plan •
During Year 1 of 2 year Individual Growth Plan	<ul style="list-style-type: none"> • Informal Observation(s) prior to formal observation • Formal Observation (min of one formal required during 2 year IGP cycle) 	<ul style="list-style-type: none"> • Form 1. FfT Rubrics • Appendix. Critical Attributes • Form 2. Observation Notes (optional form) • Other documentation of informal observations. • Form 3. Pre Observation Conversation** • Form 4. Formative Feedback Form** • Form 5. Post-Observation Conversation** **If formal observation performed
Before the end of the Year 1 of a 2 year Individual Growth Plan	<ul style="list-style-type: none"> • Mid-Cycle Meeting to confirm Areas of Celebration and Concentration; Identify additional support if needed • Optional – If continuing concerns exist in more than one domain at the end of the Year 1 of the Individual Growth Plan, a Performance Evaluation would be conducted that includes a summation of informal/formal observations of Domain 2 & 3 and ongoing conversations of Domain 1 & 4 as well as other relevant information with Component/Domain Ratings determining the Overall Rating in accordance with Section 7 • After a Performance Evaluation, Tenured Certified Next Steps <ul style="list-style-type: none"> ○ Overall Rating of Proficient or Excellent – complete Self-Reflection and Growth Plan, ○ Overall Rating of Needs Improvement – develop Professional Development Plan, <i>see Section 12</i> ○ Overall Rating of Unsatisfactory – develop Remediation Plan, <i>see Section 13</i> 	<ul style="list-style-type: none"> • Form 6. Final Performance Evaluation, if this option is exercised • Form 7. Self-Reflection and Growth Plan

TIME OF YEAR	PURPOSE	DOCUMENTS/FORMS
During Year 2 of 2 year Individual Growth Plan	<ul style="list-style-type: none"> • Update Self-Reflection and Growth Plan if necessary by September 30th • Formal Observation (If not completed during year 1 and/or at discretion of the administrator) 	<ul style="list-style-type: none"> • Form 1. FfT Rubrics • Appendix. Critical Attributes • Form 2. Observation Notes (optional form) • Other documentation of informal observations • Form 3. Pre Observation Conversation** • Form 4. Formative Feedback Form** • Form 5. Post-Observation Conversation** <p>**If formal observation performed</p>
30 calendar days before the end of Year 2 of 2 year Individual Growth Plan	<ul style="list-style-type: none"> • Performance Evaluation • Tenured Certified Next Steps <ul style="list-style-type: none"> ○ Overall Rating of Proficient or Excellent – develop Self-Reflection and Growth Plan ○ Overall Rating of Needs Improvement – develop Professional Development Plan, <i>see Section 12</i> ○ Overall Rating of Unsatisfactory – develop Remediation Plan, <i>see Section 13</i> 	<ul style="list-style-type: none"> • Form 6. Final Performance Evaluation • Form 7. Self-Reflection and Growth Plan

Note: A minimum of two (2) observations (one formal) must be part of this evaluation cycle.
 [IL Admin Code 23: 50.120]

**SECTION 12:
TENURED APPRAISAL PROCESS CHART for NEEDS IMPROVEMENT**

EVALUATION TIMELINE FOR TENURED – NEEDS IMPROVEMENT <small>ALL 22 COMPONENTS APPLY TO TENURED PROCESS</small> DEVELOPMENT OF A PROFESSIONAL DEVELOPMENT PLAN (PDP) Form 10		
TIME OF YEAR	PURPOSE	DOCUMENTS/FORMS
Within 30 school days of Teacher receiving an Overall Rating of Needs Improvement	<ul style="list-style-type: none"> • Review of the Tenured District Priorities: Tenured Examples of Behavior, FfT Rubrics, Appraisal Operating Principles and Performance Evaluation. • Develop Professional Development Plan (PDP) with Teacher 	<ul style="list-style-type: none"> • Form 1. FfT Rubrics • Appendix. Critical Attributes • Form 10. Professional Development Plan
By September 1 st of School Year	<ul style="list-style-type: none"> • Written Notification: Confirm implementation of Professional Development Plan with Teacher, Evaluator, and any Certified or Non-Certified Staff that will be providing support for the plan 	<ul style="list-style-type: none"> • Form 1. FfT Rubrics • Appendix. Critical Attributes • Form 10. Professional Development Plan
By Winter Break of the School Year	<ul style="list-style-type: none"> • Informal Observation(s) prior to formal observation • One (1) or more Formal Observation(s) 	<ul style="list-style-type: none"> • Form 1. FfT Rubrics • Appendix. Critical Attributes • Form 2. Observation Notes (optional form) • Other documentation of informal observations • Form 3. Pre Observation Conversation • Form 4. Formative Feedback Form • Form 5. Post-Observation Conversation
After Winter Break of School Year	<ul style="list-style-type: none"> • Informal Observation(s) optional • One (1) or more Formal Observation(s) 	<ul style="list-style-type: none"> • Form 1. FfT Rubrics • Appendix. Critical Attributes • Form 2. Observation Notes (optional form) • Other documentation of informal observations • Form 3. Pre Observation Conversation • Form 4. Formative Feedback Form • Form 5. Post-Observation Conversation
Before the end of the 2 nd segment of the school year of the PDP	<ul style="list-style-type: none"> • Performance Evaluation • Tenured Certified Next Steps <ul style="list-style-type: none"> ○ Overall Rating of Proficient or Excellent – develop Self-Reflection and Growth Plan, <i>see relevant parts of Section. See relevant parts of Section 11 12.</i> ○ Failure to attain the overall rating of Proficient or Excellent after completion of a PDP period, will result in the rating of Unsatisfactory ○ Overall Rating of Unsatisfactory – develop Remediation Plan, <i>see Section 13.</i> 	<ul style="list-style-type: none"> • Form 6. Final Performance Evaluation

Note: A minimum of three (3) observations (two formal) must be part of this evaluation cycle.

[IL Admin Code 23: 50.120 and 105 ILCS 5/24A-5(h)]

SECTION 13: TENURED APPRAISAL PROCESS CHART for UNSATISFACTORY

<p align="center">EVALUATION TIMELINE FOR TENURED – UNSATISFACTORY ALL 22 COMPONENTS APPLY TO TENURED PROCESS</p> <p align="center">DEVELOPMENT OF A REMEDIATION PLAN (Form 11) in accordance with Chapter 105ILCS 5/24A et seq.,</p>		
TIME OF YEAR	PURPOSE	DOCUMENTS/FORMS (SEE APPENDIX)
Within 30 school days of Teacher receiving an Overall Rating of Unsatisfactory	<ul style="list-style-type: none"> Review of the Tenured District Priorities: Tenured Examples of Behavior, FfT Rubrics, Appraisal Operating Principles and Performance Evaluation Develop Remediation Plan with Teacher to address deficiencies cited, provided that the deficiencies are remediable Assign a Consulting Teacher to support Remediation Plan 	<ul style="list-style-type: none"> Form 1. FfT Rubrics Appendix. Critical Attributes Form 11. Remediation Plan
At the beginning of the 90 school day Remediation Plan	<ul style="list-style-type: none"> Confirm implementation of Remediation Plan with Teacher, Evaluator, and Consulting Teacher 	<ul style="list-style-type: none"> Form 1. FfT Rubrics Appendix. Critical Attributes Form 11. Remediation Plan
By the midpoint of the Remediation Plan, and throughout the remainder of the Remediation Period	<ul style="list-style-type: none"> Informal Observation(s) prior to formal observation Two or more Formal Observation(s) 	<ul style="list-style-type: none"> Form 1. FfT Rubrics Appendix. Critical Attributes Form 2. Observation Notes (optional form) Other documentation of informal observations Form 3. Pre-Observation Conversation Form 4. Formative Feedback Form Form 5. Post-Observation Conversation
At the midpoint of the Remediation Plan	<ul style="list-style-type: none"> Performance Evaluation is conducted and reviewed with the Teacher 	<ul style="list-style-type: none"> Form 6. Performance Evaluation Form 11. Remediation Plan
At the conclusion of the Remediation Plan period	<ul style="list-style-type: none"> Performance Evaluation that is the summation of informal/formal observations of Domain 2 & 3 and ongoing conversations of Domain 1 & 4 as well as other relevant information with Component/Domain Ratings determining the Overall Rating in accordance with Section 7 Tenured Certified Next Steps <ul style="list-style-type: none"> Overall Rating of Proficient or Excellent – Reinstatement to the district’s evaluation schedule. <i>See Section 11</i> Overall Rating of Needs Improvement or Unsatisfactory– Recommendation for Dismissal (Section 24-12) 	<ul style="list-style-type: none"> Form 1. FfT Rubrics Appendix. Critical Attributes Form 6. Final Performance Evaluation

Note: A minimum of three (3) observations (two formal) must be part of this evaluation cycle.
 [IL Admin Code 23: 50.120 and 105 ILCS 5/24A-5(i-n)]

SECTION 14a: (FfT)

The Framework for Teaching: Domains-Components-Elements (Constitutes 70 % of Overall Performance Evaluation Rating)

<p>Domain 1 – Planning and Preparation</p> <p>1a: Demonstrating Knowledge of Content and Pedagogy <i>Knowledge of content and the structure of the discipline</i> <i>Knowledge of prerequisite relationships</i> <i>Knowledge of content-related pedagogy</i></p> <p>1b: Demonstrating Knowledge of Students <i>Knowledge of child and adolescent development</i> <i>Knowledge of the learning process</i> <i>Knowledge of students' skills, knowledge, and language proficiency</i> <i>Knowledge of students' interests and cultural heritage</i> <i>Knowledge of students' special needs</i></p> <p>1c: Setting Instructional Outcomes <i>Value, sequence, and alignment</i> <i>Clarity</i> <i>Balance</i> <i>Suitability for diverse learners</i></p> <p>1d: Demonstrating Knowledge of Resources <i>Resources for classroom use</i> <i>Resources to extend content knowledge and pedagogy</i> <i>Resources for students</i></p> <p>1e: Designing Coherent Instruction <i>Learning activities</i> <i>Instructional materials and resources</i> <i>Instructional groups</i> <i>Lesson and unit structure</i></p> <p>1f: Designing Student Assessments <i>Congruence with instructional outcomes</i> <i>Criteria and standards</i> <i>Design of formative assessments</i> <i>Use for planning</i></p>	<p>Domain 2 – Classroom Environment</p> <p>2a: Creating an Environment of Respect and Rapport <i>Teacher interaction with students</i> <i>Student interactions with other students</i></p> <p>2b: Establishing a Culture for Learning <i>Importance of the content</i> <i>Expectations for learning and achievement</i> <i>Student pride in work</i></p> <p>2c: Managing Classroom Procedures <i>Management of instructional groups</i> <i>Management of transitions</i> <i>Management of materials and supplies</i> <i>Performance of noninstructional duties</i> <i>Supervision of volunteers and paraprofessionals</i></p> <p>2d: Managing Student Behavior <i>Expectations</i> <i>Monitoring of student behavior</i> <i>Response to student misbehavior</i></p> <p>2e: Organizing Physical Space <i>Safety and accessibility</i> <i>Arrangement of furniture and use of physical resources</i></p>
<p>70%Domain 4 – Professional Responsibilities</p> <p>4a: Reflecting on Teaching <i>Accuracy</i> <i>Use in future teaching</i></p> <p>4b: Maintaining Accurate Records <i>Student completion of assignments</i> <i>Student progress in learning</i> <i>Noninstructional records</i></p> <p>4c: Communicating with Families <i>Information about the instructional program</i> <i>Information about individual students</i> <i>Engagement of families in the instructional program</i></p> <p>4d: Participating in a Professional Community <i>Relationships with colleagues</i> <i>Involvement in a culture of professional inquiry</i> <i>Service to the school</i> <i>Participation in school and district projects</i></p> <p>4e: Growing and Developing Professionally <i>Enhancement of content knowledge and pedagogical skills</i> <i>Receptivity to feedback from colleagues</i> <i>Service to the profession</i></p> <p>4f: Showing Professionalism <i>Integrity and ethical conduct</i> <i>Service to students</i> <i>Advocacy</i> <i>Decision making</i> <i>Compliance with school and district regulations</i></p>	<p>Domain 3 - Instruction</p> <p>3a: Communicating with Students <i>Expectations for learning</i> <i>Directions and procedures</i> <i>Explanations of content</i> <i>Use of oral and written language</i></p> <p>3b: Using Questioning and Discussion Techniques <i>Quality of questions</i> <i>Discussion techniques</i> <i>Student participation</i></p> <p>3c: Engaging Students in Learning <i>Activities and assignments</i> <i>Instructional materials and resources</i> <i>Grouping of students</i> <i>Structure and pacing</i></p> <p>3d: Using Assessment in Instruction <i>Assessment criteria</i> <i>Monitoring of student learning</i> <i>Feedback to students</i> <i>Student self-assessment and monitoring of progress</i></p> <p>3e: Demonstrating Flexibility and Responsiveness <i>Lesson adjustment</i> <i>Response to students</i> <i>Persistence</i></p>

Components specifically aligned to the Common Core State Standards

The Framework's Common Themes:

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





SECTION 14b:

***Assessments and methods used to calculate Student Growth
(Constitutes 30% of Overall Performance Evaluation Rating)***

- The Student Growth component is developed from the following assessment types:
 - **Type I Assessment:** An assessment that (a) measures a certain group of students in the same manner with the same potential assessment items, (b) is scored by a non-district entity, and (c) is widely administered beyond Illinois.
 - **Type II Assessment:** An assessment adopted or approved by the school district and used on a district-wide basis.
 - **Type III Assessment:** An assessment that is (a) rigorous, (b) aligned with the course’s curriculum, and (c) determined by the evaluator and teacher to measure student learning. (A Type I or Type II Assessment may qualify as a Type III if it meets the above criteria.)
- Troy 30-C has chosen the following assessments and Assessment Types to determine the Student Growth Component as part of the Teacher Appraisal Process.

Assessment Type / Name / Subject	Percentage of Overall Performance Evaluation Rating
Type I Assessment – Measures of Academic Progress (MAP) – Reading	15%
Type III Assessment – Measures of Academic Progress (MAP) – Math	15%

- School-wide Spring to Spring growth data from the previous school year will be used to determine the student growth rating.
- Troy 30-C is using a local growth model that compares the difference between a student’s projected growth and actual growth.

<u>Excellent</u>		<u>Proficient</u>		<u>Needs Improvement</u>		<u>Unsatisfactory</u>	
	Higher than Expected Growth		Expected Growth		Lower than Expected Growth		Unsatisfactory Growth

Teacher Appraisal System



Forms

Domain 1 for Teachers: <i>Planning and Preparation</i>				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a Demonstrating Knowledge of Content and Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. <input type="checkbox"/>	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. <input type="checkbox"/>	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. <input type="checkbox"/>	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions. <input type="checkbox"/>
1b Demonstrating Knowledge of Students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable. <input type="checkbox"/>	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole. <input type="checkbox"/>	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. <input type="checkbox"/>	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. <input type="checkbox"/>
1c Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. <input type="checkbox"/>	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 the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class. <input type="checkbox"/>	Most outcomes represent rigorous and important learning in the discipline and 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, and they are differentiated, in whatever way is needed, for different groups of students <input type="checkbox"/>	All outcomes represent high-level learning in the discipline. They 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 both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students. <input type="checkbox"/>
1d Demonstrating Knowledge of Resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill. <input type="checkbox"/>	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge. <input type="checkbox"/>	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources. <input type="checkbox"/>	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. <input type="checkbox"/>

Teacher Name:

Domain 1 for Teachers: *Planning and Preparation- continued*

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1e Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety. <input type="checkbox"/>	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations. <input type="checkbox"/>	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression 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 and varied use of instructional groups. <input type="checkbox"/>	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice. <input type="checkbox"/>
1f Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit. <input type="checkbox"/>	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes. <input type="checkbox"/>	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. <input type="checkbox"/>	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. <input type="checkbox"/>
Domain 1 Evidence:				
Domain 1 Strengths:				
Domain 1 Areas of Growth:				

Teacher Name:

Domain 2 for Teachers: *Classroom Environment*

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a Creating an Environment of Respect and Rapport	<p>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Patterns of classroom interactions, both between 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. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p> <p style="text-align: right;"><input type="checkbox"/></p>
2b Establishing a Culture for Learning	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.</p> <p style="text-align: right;"><input type="checkbox"/></p>
2c Managing Classroom Procedures	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.</p> <p style="text-align: right;"><input type="checkbox"/></p>
2d Managing Student Behavior	<p>There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p> <p style="text-align: right;"><input type="checkbox"/></p>

Teacher Name:

Domain 2 for Teachers: *Classroom Environment - continued*

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2e Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities. <input type="checkbox"/>	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness. <input type="checkbox"/>	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively. <input type="checkbox"/>	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The 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 <input type="checkbox"/>
Domain 2 Evidence:				
Domain 2 Strengths:				
Domain 2 Areas of Growth:				

Teacher Name:

Domain 3 for Teachers: *Instruction*

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>3a Communicating with Students</p>	<p>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 and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>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, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The teacher links the instructional purpose of the lesson to the larger curriculum; 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 clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>3b Using Questioning and Discussion Techniques</p>	<p>The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The 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, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>3c Engaging Students in Learning</p>	<p>The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p> <p style="text-align: right;"><input type="checkbox"/></p>

Teacher Name:

Domain 3 for Teachers: *Instruction - continued*

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3d Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	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. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
3e Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.
Domain 3 Evidence:				
Domain 3 Strengths:				
Domain 3 Areas of Growth:				

Teacher Name:

Domain 4 for Teachers: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a Reflection on Teaching	<p>The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The 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, the teacher offers specific alternative actions, complete with the probable success of different courses of action.</p> <p style="text-align: right;"><input type="checkbox"/></p>
4b Maintaining Accurate Records	<p>The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, the result being errors and confusion.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The 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.</p> <p style="text-align: right;"><input type="checkbox"/></p>
4c Communicating with Families	<p>The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The 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. Moreover, the communication that does take place may not be culturally sensitive to those families.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.</p> <p style="text-align: right;"><input type="checkbox"/></p>
4d Participating in a Professional Community	<p>The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p> <p style="text-align: right;"><input type="checkbox"/></p>

Teacher Name:

.Domain 4 for Teachers: Professional Responsibilities-continued

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4e Growing and Developing Professionally	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities. <input type="checkbox"/>	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession <input type="checkbox"/>	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession. <input type="checkbox"/>	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession. <input type="checkbox"/>
4f Showing Professionalism	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations. <input type="checkbox"/>	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations. <input type="checkbox"/>	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations. <input type="checkbox"/>	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues. <input type="checkbox"/>
Domain 4 Evidence:				
Domain 4 Strengths:				
Domain 4 Areas of Growth:				

Teacher Name:

FORM 2: Troy District 30-C Teacher Appraisal System

Observation Notes

Teacher:

Date / Time:

Evaluator:

Subject Area:

Domain 2: Classroom Environment	Domain 3: Instruction
2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture for Learning 2c. Managing Classroom Procedures 2d. Managing Student Behavior 2e. Organizing Physical Space	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness

Time	Actions & Statements/Questions by Teacher & Students	Component

FORM **3** : Troy District 30-C Teacher Appraisal System

Pre-Observation Conversation

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

School: _____
Subject(s): _____
Date: _____

Questions for Discussion between Teacher and Evaluator:

1. What are the specific learning targets of the lesson? How will this lesson address the state standards? How does this lesson fit into the progression of the standard or standards? (1a and 1c)
2. Discuss how you have organized the overall structure, pacing, and materials within this lesson to engage students in the learning process. (1e and 3c)
3. How will you differentiate and adjust your teaching through questions, discussion, grouping of students, collaboration with co-teacher/TA, and activities? (1e)
4. How do you plan to formatively assess your students' progress towards mastery of the identified learning targets? Why have you selected this assessment strategy/strategies? How do you plan to use the student learning data gathered? (1f and 3d)
5. In what ways do you enhance your classroom with the use and integration of technology? How will students engage with technology? (1d)
6. The learning environment is key to helping students be successful learners. How have you organized the classroom to promote a respectful learning environment? How do your classroom procedures and the physical arrangement of the classroom help students be successful in your classroom?(2a, 2d, and 2e)
7. During the observation I will be collecting evidence about your teaching directions, procedures, explanations, discussion process and learning expectations. What specific information would you like me to collect about your instructional communication? (3a, 3b)
8. How has this lesson been influenced by collaboration with other teachers? How has involvement in different professional activities helped you to develop this lesson? (Links to 4a, 4d, 4e)
9. Thinking beyond the classroom, how have you continued to communicate and connect with the students' families to help build a link between home and school? How has family information continued to influence your classroom management and instructional decisions with individual students? (Links to 4c)
10. Beyond what we have already discussed, what else would you like to share with me about the lesson that I will be observing?

FORM **4**: Troy District 30-C Teacher Appraisal System

Formative Feedback Form

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

School: _____
 Subject(s): _____
 Date: _____

Conversation should focus on celebrations and areas needing further concentration.

Domain 1 (Planning and Preparation) Feedback
2a. Creating an Environment of Respect and Rapport
2b. Establishing a Culture for Learning
2c. Managing Classroom Procedures
2d. Managing Student Behavior
2e. Organizing Physical Space
3a. Communicating with Students
3b. Using Questioning and Discussion Techniques
3c. Engaging Students in Learning
3d. Using Assessment in Instruction
3e. Demonstrating Flexibility and Responsiveness
Domain 4 (Professional Responsibilities) Feedback
Other Areas for Further Development or Areas of Concern

Date of post conversation: _____

Teacher Signature: _____
Signature indicates only that the teacher has received the formative feedback.

Administrator Signature: _____

FORM 5: Troy District 30-C Teacher Appraisal System

Post-Observation Conversation: All Years and Segments

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

School: _____
Subject(s): _____
Date: _____

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

1. In general, how successful was the lesson? What evidence do you have that the student learning targets were met to the level you have identified? (3d and 4a)
2. After collecting the student learning data, what system(s) did you use to record and keep track of student learning? (4b)
3. Did you depart from your plan? If so, how and why? (3d and 3e)
4. Describe the key components of your lesson that helped or hindered your students' overall engagement (i.e. communication, discussion, questions, student grouping, materials/resources, pacing, instructional flexibility etc)? (Domain 3: Instruction and 4a)
5. How were students empowered to take responsibility within their own learning? (2b, 3c, 3d)
6. How did the environment you established facilitate or hinder student learning? (Domain 2: The Classroom Environment and 4a)
7. What went well in this lesson that you will incorporate into future lessons? What did not go well that you do not plan to incorporate into future lessons? (4a)
8. What do you hope to be able to share with your colleagues after this lesson? (4d)
9. Based upon the assessment data collected during your lesson, what will your next steps be in future instruction? (3d)
10. How have you contributed to the overall success of the school and/or district? Describe any leadership opportunities that you have been involved with as well. (4d)
11. Outside of those opportunities provided at Institute/SIP Days, how do you continue to grow professionally? (4e)

FORM 6: Final Performance Evaluation

Teacher Name: _____

Location: _____

School Year: _____

Evaluator: _____

Observation dates included in the basis of this performance evaluation:	
Formal Observation Dates:	
Informal Observation Dates:	
Teacher's Attendance:	
Recommendation:	Based on the evidence collected and reflected in the performance evaluation, it is my recommendation that ----'s contract be renewed for the 2015-2016 school year.

Domain 1 – Planning and Preparation Unsatisfactory Needs Improvement Proficient Excellent

Domain 2 – Classroom Environment Unsatisfactory Needs Improvement Proficient Excellent

Domain 3 – Instruction Unsatisfactory Needs Improvement Proficient Excellent

Domain 4 – Professional Responsibilities Unsatisfactory Needs Improvement Proficient Excellent

Professional Practice Rating Unsatisfactory Needs Improvement Proficient Excellent

Student Growth Rating Unsatisfactory Needs Improvement Proficient Excellent

Overall Rating Unsatisfactory Needs Improvement Proficient Excellent

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

Teacher Signature: _____

Date: _____

Signature indicates only that the teacher has read and understands the evaluation.

Administrator Signature: _____

Date: _____

FORM 7: SELF-REFLECTION AND GROWTH PLAN

Teacher:

Grade Level:

School:

Date:

Based upon feedback and data from administrator, coach/mentor, professional peers, and your own needs and interest, use the Framework for Teaching Rubric to reflect on the strengths and areas for growth within your professional practice. Then, develop specific next steps to grow within each domain. Indicate which components are being highlighted within the strengths, growth opportunities, and next steps.

Strengths	Domains/Components	Growth Opportunities
	<p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> 1a. Knowledge of content/ pedagogy 1b. Knowledge of students 1c. Setting instructional outcomes 1d. Knowledge of resources 1e. Designing coherent instruction 1f. Designing student assessments 	

Domain 1 Next Steps

Strengths	Domains/Components	Growth Opportunities
	<p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> 2a. Creating an environment of respect/ rapport 2b. Establishing a culture for learning 2c. Managing classroom procedures 2d. Managing student behavior 2e. Arrangement of furniture and use of physical space 	

Domain 2 Next Steps

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Strengths	Domains/Components	Growth Opportunities
	Domain 3: Instruction 3a. Communication with students 3b. Using questioning and discussion techniques 3c. Engaging students in learning 3d. Using assessment in instruction 3e. Demonstrating flexibility and responsiveness	

Domain 3 Next Steps

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Strengths	Domains/Components	Growth Opportunities
	Domain 4: Professional Responsibilities 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	

Domain 4 Next Steps

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We have reviewed the above Self-Reflection and Growth Plan:

Teacher's Signature: _____ **Date:** _____

Principal's Signature: _____ **Date:** _____

FORM 8: Professional Development Plan for a Tenured Teacher Rated “Needs Improvement”

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

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

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

After the completion of the PDP, tenured teachers who are evaluated equal to or better than “Proficient” must be reinstated to the regular tenured teacher evaluation cycle with a one year IGP.

After the completion of the PDP, tenured teachers who are evaluated less than “Proficient”, will be rated as “Unsatisfactory” and begin the remediation plan process.

Professional Development Plan

Name: _____ Supervisor/Evaluator: _____

Date of PDP: _____ Within 30 School Days of receiving Needs Improvement rating

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

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

Evaluator: <small>(signature)</small>		Teacher: <small>(signature)</small>	
Date:		Date:	

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

Teacher completion of Professional Development Plan: Yes No

Evaluator: <small>(signature)</small>		Teacher: <small>(signature)</small>	
Date:		Date:	

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

[105 ILCS 5/24A-5(h)]

**FORM 9: Remediation Plan for a Tenured Teacher Rated
“Unsatisfactory”**

Name: _____ Supervisor/Evaluator: _____

Date of RP: _____ Within 30 School Days of receiving an Unsatisfactory rating

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

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

Evaluator: (signature)		Teacher: (signature)	
Date:		Date:	

*Signatures indicate the plan above was developed by the evaluator.

Teacher completion of Remediation Plan: Yes No

Evaluator: (signature)		Teacher: (signature)	
Date:		Date:	

*The teacher’s signature does not necessarily indicate agreement with the contents, but does acknowledge that the evaluation meeting occurred and that a copy of this remediation plan was received.

[105 ILCS 5/24A(i-n)]

Teacher Appraisal System



Appendix

FORM 7: SELF-REFLECTION AND GROWTH PLAN-ELEMENTARY

Teacher: Sam Sample

Grade Level: 2nd

School: Sunshine Elementary

Date: 4-26-16

Based upon feedback and data from administrator, coach/mentor, professional peers, and your own needs and interest, use the Framework for Teaching Rubric to reflect on the strengths and areas for growth within your professional practice. Then, develop specific next steps to grow within each domain. Indicate which components are being highlighted within the strengths, growth opportunities, and next steps.

Strengths	Domains/Components	Growth Opportunities
<p><i>1b - Continuously gathering and analyzing data on students from small and whole group instruction, along with formative and summative assessments - Using this data to plan for future lessons</i></p> <p><i>1c - MAP learning continuum was used for planning small group differentiated instruction for reading and math. Student specific I can statements were created for these groups</i></p> <p><i>1c - Whole group lesson objectives were posted for the week and small group lesson objectives were written in plans so they could be stated and written out upon starting and finishing the lesson</i></p> <p><i>1d - Worked closely with the</i></p>	<p>Domain 1: Planning and Preparation</p> <p>1a. Knowledge of content/ pedagogy</p> <p>1b. Knowledge of students</p> <p>1c. Setting instructional outcomes</p> <p>1d. Knowledge of resources</p> <p>1e. Designing coherent instruction</p> <p>1f. Designing student assessments</p>	<p><i>1a /1e - Plan to reflect on last year's lessons and the order of them and make changes to benefit students' understanding</i></p> <p><i>1c - Instructional targets were developed by me. I would like to include students in the process of determining our instructional outcomes and success criteria.</i></p> <p><i>1d - I utilized Origo throughout the school year and would like to adjust math scope and sequence based on first year trial run with Origo through my work on the math committee</i></p> <p><i>1f - I currently create all of the assessments used in my classroom. I would like to include students in the creation of student</i></p>

<p><i>team to plan integrated Origo math curriculum with teacher created lessons</i></p> <p><i>1f- Created formative assessments to gauge my students' progress towards the standards - Results were shared with the students and next steps for mastery were discussed and determined</i></p>		<p><i>assessments, rubrics, or review questions</i></p>
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Domain 1 Next Steps
<p><i>1a/1e - This upcoming year, I would like to use my reflections on how lessons went in order to make the changes I feel are necessary. For example: Graphing was not taught until the last few weeks of May based off of the Origo scope and sequence. I will incorporate a weekly graphing activity throughout the school year.</i></p> <p><i>1b/1f - When I am planning/creating lessons and assessments, I will think of ways to incorporate students in the process. I will use student input and ideas for lessons, their targets and assessments.</i></p> <p><i>1d - I will continue to explore the Origo resource and all it has to offer me and my students. I will investigate the channels to find the most beneficial ones for my planning and instruction. I will reach out to my teammates and/or our coach to receive assistance on creating playlists for each module.</i></p>

Strengths	Domains/Components	Growth Opportunities
<p><i>All domains need to be completed for the Self-Reflection and Growth Plan. This sample shows a model for one domain.</i></p>	<p>Domain 2: Classroom Environment</p> <p>2a. Creating an environment of respect/ rapport</p> <p>2b. Establishing a culture for learning</p> <p>2c. Managing classroom procedures</p> <p>2d. Managing student behavior</p>	<p><i>All domains need to be completed for the Self-Reflection and Growth Plan. This sample shows a model for one domain.</i></p>

	2e. Arrangement of furniture and use of physical space	
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Domain 2 Next Steps
<i>All domains need to be completed for the Self-Reflection and Growth Plan. This sample shows a model for one domain.</i>

Strengths	Domains/Components	Growth Opportunities
<i>All domains need to be completed for the Self-Reflection and Growth Plan. This sample shows a model for one domain.</i>	Domain 3: Instruction 3a. Communication with students 3b. Using questioning and discussion techniques 3c. Engaging students in learning 3d. Using assessment in instruction 3e. Demonstrating flexibility and responsiveness	<i>All domains need to be completed for the Self-Reflection and Growth Plan. This sample shows a model for one domain.</i>

Domain 3 Next Steps
<i>All domains need to be completed for the Self-Reflection and Growth Plan. This sample shows a model for one domain.</i>

Strengths	Domains/Components	Growth Opportunities
<p><i>All domains need to be completed for the Self-Reflection and Growth Plan. This sample shows a model for one domain.</i></p>	<p>Domain 4: Professional Responsibilities</p> <p>4a. Reflecting on teaching</p> <p>4b. Maintaining accurate records</p> <p>4c. Communicating with families</p> <p>4d. Participating in a professional community</p> <p>4e. Growing and developing professionally</p> <p>4f. Showing professionalism</p>	<p><i>All domains need to be completed for the Self-Reflection and Growth Plan. This sample shows a model for one domain.</i></p>

Domain 4 Next Steps
<p><i>All domains need to be completed for the Self-Reflection and Growth Plan. This sample shows a model for one domain.</i></p>

We have reviewed the above Self-Reflection and Growth Plan:

Teacher's Signature: _____ **Date:** _____

Principal's Signature: _____ **Date:** _____

FORM 7: SELF-REFLECTION AND GROWTH PLAN- CAMPUS

Teacher: Ellen Example

Grade Level: 6th Grade ELA

School: Sunny Hills Intermediate

Date: 4-26-16

Based upon feedback and data from administrator, coach/mentor, professional peers, and your own needs and interest, use the Framework for Teaching Rubric to reflect on the strengths and areas for growth within your professional practice. Then, develop specific next steps to grow within each domain. Indicate which components are being highlighted within the strengths, growth opportunities, and next steps.

Strengths	Domains/Components	Growth Opportunities
<p><i>All domains need to be completed for the Self-Reflection and Growth Plan. This sample shows a model for one domain.</i></p>	<p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> 1a. Knowledge of content/ pedagogy 1b. Knowledge of students 1c. Setting instructional outcomes 1d. Knowledge of resources 1e. Designing coherent instruction 1f. Designing student assessments 	<p><i>All domains need to be completed for the Self-Reflection and Growth Plan. This sample shows a model for one domain.</i></p>

Domain 1 Next Steps
<p><i>All domains need to be completed for the Self-Reflection and Growth Plan. This sample shows a model for one domain.</i></p>

Strengths	Domains/Components	Growth Opportunities
<p><i>All domains need to be completed for the Self-Reflection and Growth Plan. This sample shows a model for one domain.</i></p>	<p>Domain 2: Classroom Environment</p> <p>2a. Creating an environment of respect/ rapport</p> <p>2b. Establishing a culture for learning</p> <p>2c. Managing classroom procedures</p> <p>2d. Managing student behavior</p> <p>2e. Arrangement of furniture and use of physical space</p>	<p><i>All domains need to be completed for the Self-Reflection and Growth Plan. This sample shows a model for one domain.</i></p>

Domain 2 Next Steps
<p><i>All domains need to be completed for the Self-Reflection and Growth Plan. This sample shows a model for one domain.</i></p>

Strengths	Domains/Components	Growth Opportunities
<p><i>3a- I communicate the lesson's target and success criteria throughout the lesson. As students progress throughout a lesson, they take ownership in communicating this with the class. When I plan to deliver directions and explanations, I always account for student misunderstandings that I have experienced in the past</i></p>	<p>Domain 3: Instruction</p> <p>3a. Communication with students</p> <p>3b. Using questioning and discussion techniques</p> <p>3c. Engaging students in learning</p> <p>3d. Using assessment in instruction</p>	<p><i>3b- Most questions asked within discussion were generated by me with little student involvement in the creation.</i></p> <p><i>3c- My students and I have begun to use technology to enhance teaching and learning aligned to specific learning targets. I have just begun this work and would</i></p>

<p><i>and include these as I communicate with my students.</i></p> <p><i>3d-Data was collected from formatives in order to differentiate future lessons and used to form small groups.</i></p> <p><i>3e-While teaching lesson, it was noticed that students were struggling. As a result, lessons were altered to focus on one piece of the original learning target. The second part would now be taught at a later time. Practice was done within their independent reading time so that conferring could take place in order to check for understanding.</i></p>	<p>3e. Demonstrating flexibility and responsiveness</p>	<p><i>like to grow my use of technology to maximize engagement.</i></p>
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Domain 3 Next Steps
<p><i>3b-A lot of the questions that we worked on in class were provided by me. Next year, I would like to teach my students different levels of questioning during mini-lessons and then let them practice creating their own questions during independent reading. This will increase student engagement and make students more accountable for their own learning. It will also challenge students to think about how the texts connect to the real world.</i></p> <p><i>3c-My use of Edmodo in the classroom was limited because it was the first year that I used it. I only used the poll and assignment tools. Next year, I plan on integrating online blogs and the snapshot tools. This will enable my students to give each other feedback on assignments and give me a clear picture of their knowledge in regards to grade appropriate standards.</i></p>

Strengths	Domains/Components	Growth Opportunities
<p><i>All domains need to be completed for the Self-Reflection and Growth Plan. This sample shows a model for one domain.</i></p>	<p>Domain 4: Professional Responsibilities</p> <p>4a. Reflecting on teaching</p> <p>4b. Maintaining accurate records</p> <p>4c. Communicating with families</p> <p>4d. Participating in a professional community</p> <p>4e. Growing and developing professionally</p> <p>4f. Showing professionalism</p>	<p><i>All domains need to be completed for the Self-Reflection and Growth Plan. This sample shows a model for one domain.</i></p>

Domain 4 Next Steps
<p><i>All domains need to be completed for the Self-Reflection and Growth Plan. This sample shows a model for one domain.</i></p>

We have reviewed the above Self-Reflection and Growth Plan:

Teacher's Signature: _____ **Date:** _____

Principal's Signature: _____ **Date:** _____

Teacher Appraisal System



Critical Attributes of Teaching Behaviors (All Four Ratings)

Danielson's Component Elements and Indicators:	Danielson's 2013 Evaluation Instrument Critical Attributes & Possible Examples			
Domain 1 Planning & Preparation	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> Knowledge of content and the structure of the discipline Knowledge of prerequisite relationships Knowledge of content-related pedagogy <p>1a: Indicators for Domain</p> <ul style="list-style-type: none"> Lesson and unit plans that reflect important concepts in the discipline Lesson and unit plans that accommodate prerequisite relationships among concepts and skills Clear and accurate classroom explanations Accurate answers to Ss' questions Feedback to students that furthers learning Interdisciplinary connections in plans and practices 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> T makes content errors T does not consider prerequisite relationships when planning T's plans use inappropriate strategies for the discipline <p>Possible Examples:</p> <ul style="list-style-type: none"> T says "The official language of Brazil is Spanish, just like other South American countries." T says "I don't understand why the math book has decimals in the same unit as fractions." T has his Ss copy dictionary definitions each week to help them learn to spell difficult words And others... 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> T's understanding of the discipline is rudimentary T's knowledge of prerequisite relationships is inaccurate or incomplete Lesson and unit plans are limited instructional strategies, and some are not suitable content <p>Possible Examples:</p> <ul style="list-style-type: none"> T plans lessons on area and perimeter independently of one another, without linking the concepts together T plans to forge ahead with a lesson on addition with regrouping, even though some Ss have not fully grasped place value T always plans the same routine to study spelling: pretest on Monday, copy the words five times on Tuesday and Wednesday, test on Friday And others... 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> T can identify important concepts of the discipline and their relationship to one another T provides clear explanations of the content T answers Ss' questions accurately and provides feedback that furthers their learning Instructional strategies in unit and lesson plans are entirely suitable to the content <p>Possible Examples:</p> <ul style="list-style-type: none"> T's plans for area and perimeter invites Ss to determine the shape that will yield the largest area for a given perimeter T has realized her Ss are not sure how to use a compass, and so she plans to have them practice that skill before introducing the activity on angle measurement T plans to expand a unit on civics by having S simulate a court trial And others... 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> T cites intra- and interdisciplinary content relationships T's plans demonstrate awareness of possible student misconceptions and how they can be addressed T's plans reflect recent developments in content-related pedagogy <p>Possible Examples:</p> <ul style="list-style-type: none"> In a unit on 19th-century literature, the T incorporates information about the history of the same period Before beginning a unit on the solar system, the T surveys the Ss on their beliefs about why it is hotter in the summer than the winter And others...
Domain 1 Planning & Preparation	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>1b: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> Knowledge of child and adolescent development Knowledge of the learning process Knowledge of students' skills, knowledge, and language 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> T does not understand child development characteristics and has unrealistic expectations for Ss T does not try to ascertain varied ability levels among Ss in the class 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> T cites developmental theory but does not seek to integrate it into lesson planning T is aware of the different ability levels in the class but tends to teach to the "whole group" T recognizes that Ss have 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> T knows, for groups of Ss, their levels of cognitive development T is aware of the different cultural groups in the class T has a good idea of the range of interests of Ss in the class T has identified "high," "medium," 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> T uses ongoing methods to assess Ss' skill levels and designs instruction accordingly T seeks out information from all Ss about their cultural heritages T maintains a system of updated S records and incorporates

<p>proficiency</p> <ul style="list-style-type: none"> • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs <p>1b: Indicators for Domain</p> <ul style="list-style-type: none"> • Formal and informal information about students gathered by the teacher for use in planning instruction • S interests and needs learned by the T for use in planning • T participation in community cultural events • T-designed opportunities for families to share their heritages • Database of Ss with special needs 	<ul style="list-style-type: none"> • T is not aware of S's interests or cultural heritages • T takes no responsibility to learn about S's medical or learning disabilities <p>Possible Examples:</p> <ul style="list-style-type: none"> • The lesson plan includes a T presentation for an entire 30-minute period to a group of 7-year olds • T plans to give her ELL S's the same writing assignment she gives the rest of the class • T plans to teach his class Christmas carols, despite the fact that he has four religions represented among his Ss • And others... 	<p>different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences</p> <ul style="list-style-type: none"> • T is aware of medical issues and learning disabilities with some Ss but does not seek to understand the implications of that knowledge <p>Possible Examples:</p> <ul style="list-style-type: none"> • T's lesson plan has the same assignment for the entire class in spite of the fact that one activity is beyond the reach of some students • In the unit on Mexico, the T has not incorporated perspectives from the three Mexican-American children in the class • Lesson plans make only peripheral reference to S's interest • T know that some of her Ss have IEPs, but they're so long that she hasn't read them yet • And others... 	<p>and "low" groups of Ss within the class</p> <ul style="list-style-type: none"> • T is well informed about Ss' cultural heritages and incorporates this knowledge in lesson planning • T is aware of the special needs represented by Ss in the class <p>Possible Examples:</p> <ul style="list-style-type: none"> • T creates an assessment of Ss' levels of cognitive development • T examines previous years' cumulative folders to ascertain the proficiency levels of groups of Ss in the class • T administers a S interest survey at the beginning of the school year • T plans activities using his knowledge of Ss' interests • T knows that five of her Ss are in the Garden Club; she plans to have discuss horticulture as part of the next biology lesson • T realizes that not all of his Ss are Christian, and so he plans to read a Hanukkah story in December • T plans to ask her Spanish-speaking Ss to discuss their ancestry as part of their social studies unit on South America • And others... 	<p>medical and/or learning needs into lesson plans</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • T plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his Ss • T plans to provide multiple project options; each S will select the project that best meets his or her individual approach to learning • T encourages Ss to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult • T attends the local Mexican heritage day, meeting several of his Ss' extended family members • T regularly creates adapted assessment materials for several Ss with learning disabilities • And others...
<p>Domain 1 Planning & Preparation</p>	<p>Unsatisfactory</p>	<p>Needs Improvement</p>	<p>Proficient</p>	<p>Excellent</p>
<p>1c: Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • 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 Ss in the class 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • 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 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • Outcomes represent high expectations and rigor • Outcomes are related to "big ideas" of the discipline • Outcomes are written in terms of what Ss will learn rather than do • Outcomes represent a range of types: factual knowledge, 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • T's plans reference curricular frameworks or blueprints to ensure accurate sequencing • T connects outcomes to previous and future learning • Outcomes are differentiated to encourage individual Ss to take educational risks

<p>1c: Indicators for Domain</p> <ul style="list-style-type: none"> • Outcomes of a challenging cognitive level • Statements of student learning, not student activity • Outcomes central to the discipline and related to those in other disciplines • Outcomes permitting assessment of student attainment • Outcomes differentiated for Ss of varied ability 	<p>Possible Examples:</p> <ul style="list-style-type: none"> • A learning outcome for a fourth-grade class is to make a poster illustrating a poem • All the outcomes for a ninth-grade history class are based on demonstrating factual knowledge • The topic of the social studies unit involves the concept of revolutions, but the T expects his Ss to remember only the important dates • Despite the presence of a number of ELL Ss in the class, the outcomes state that all writing must be grammatically correct • None of the science outcomes deals with the Ss' reading, understanding, or interpretation of the text • And others... 	<p>Possible Examples:</p> <ul style="list-style-type: none"> • Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts • The reading outcomes are written with the needs of the "middle" group in mind; however, the advanced Ss are bored, and some lower-level Ss are struggling • Most of the English Language Arts outcomes are based on narrative • And others... 	<p>conceptual understanding, reasoning, social interaction, management, and communication</p> <ul style="list-style-type: none"> • Outcomes, differentiated where necessary, are suitable to groups of Ss in the class <p>Possible Examples:</p> <ul style="list-style-type: none"> • One of the learning outcomes is for Ss to "appreciate the aesthetics of 18th-century English poetry" • Outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War • Learning outcomes include Ss defending their interpretation of the story with citations from the text • And others... 	<p>Possible Examples:</p> <ul style="list-style-type: none"> • T encourages his Ss to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the T's higher expectations of them • Ss will develop a concept map that links previous learning goals to those they are currently working on • Some Ss identify additional learning • T reviews the project expectations and modifies some goals to be in line with Ss' IEP objectives • One of the outcomes for a social studies unit addresses Ss analyzing the speech of a political candidate for accuracy and logical consistency • And others...
<p>Domain 1 Planning & Preparation</p>	<p>Unsatisfactory</p>	<p>Needs Improvement</p>	<p>Proficient</p>	<p>Excellent</p>
<p>1d: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students <p>1d: Indicators for Domain</p> <ul style="list-style-type: none"> • Materials provided by the district • Materials provided by professional organizations • A range of texts • Internet resources • Community resources • Ongoing participation by the T in professional education courses or professional groups • Guest speakers 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • T uses only district-approved materials, even when more variety would assist some Ss • T does not seek out resources available to expand her own skill • Although the T is aware of some S needs, he does not inquire about possible resources <p>Possible Examples:</p> <ul style="list-style-type: none"> • For their unit on China, the Ss find all of their information in the district-supplied textbook • T is not sure how to teach fractions but doesn't know how he's expected to learn it by himself • S says, "It's too bad we can't go 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • T uses materials in the school library but does not search beyond the school for resources • T participates in content-area workshops offered by the school but does not pursue other professional development • T locates materials and resources for Ss that are available through the school but does not pursue any other avenues <p>Possible Examples:</p> <ul style="list-style-type: none"> • For a unit on ocean life, the T really needs more books, but the school library has only there for him to borrow. He does not seek 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • Texts are at varied levels • Texts are supplemented by guest speakers and field experiences • T facilitates the use of Internet resources • Resources are multidisciplinary • T expands her knowledge through professional learning groups and organizations • T pursues options offered by universities • T provides lists of resources outside the classroom for students to draw on <p>Possible Examples:</p> <ul style="list-style-type: none"> • T provides her fifth graders a 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • Texts are matched to S skill level • T has ongoing relationships with colleges and universities that support S learning • T maintains a log of resources for S reference • T pursues apprenticeships to increase discipline knowledge • T facilitates student contact with resources outside the classroom <p>Possible Examples:</p> <ul style="list-style-type: none"> • T is not happy with out-of-date textbook; his Ss will critique it and write their own material for social studies • T spends the summer at Dow Chemical learning more about

	<p>to the nature center when we're doing our unit on the environment.”</p> <ul style="list-style-type: none"> • In the literacy classroom, the T has provided only narrative works. • And others... 	<p>out others from the public library</p> <ul style="list-style-type: none"> • T knows she should learn more about literacy development, but the school offered only one professional development day last year • T thinks his Ss would benefit from hearing about health safety from a professional; he contact the school nurse to visit his classroom • In the second-grade math class, the T misuses base 10 blocks in showing Ss how to represent numbers • And others... 	<p>range of nonfiction texts about the American Revolution so that regardless of their reading level, all Ss can participate in the discussion of important concepts</p> <ul style="list-style-type: none"> • T takes an online course on literature to expand her knowledge of great American writers • The ELA lesson includes a wide range of narrative and informational reading materials • T distributes a list of summer reading materials that will help prepare his eighth graders' transition to high school • And others... 	<p>current research so that she can expand her knowledge base for teaching chemistry</p> <ul style="list-style-type: none"> • T matches Ss in her Family and Consumer Science class with local businesses; the Ss spend time shadowing employees to understand how their classroom skills might be used on the job • And others...
Domain 1 Planning & Preparation	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>1e: Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <p>1e: Indicators for Domain</p> <ul style="list-style-type: none"> • Lessons that support instructional outcomes and reflect important concepts • Instructional maps that indicate relationships to prior learning • Activities that represent high-level thinking • Opportunities for S choice • Use of varied resources • Thoughtfully planned learning groups • Structured lesson plans 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • 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 <p>Possible Examples:</p> <ul style="list-style-type: none"> • After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet • T plans to use a 15-year-old textbook as the sole resource for a unit on communism • T organizes her class in rows, seating the Ss alphabetically; she plans to have Ss work all year in groups of four based on where they are sitting • T's lesson plans are written on 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • Learning activities are moderately challenging • Learning resources are suitable, but there is limited variety • Instructional groups are random, or they only partially support objectives • Lesson structure is uneven or may be unrealistic about time expectations <p>Possible Examples:</p> <ul style="list-style-type: none"> • After a mini-lesson, the T plans to have the whole class play a game to reinforce the skill she taught • T finds an atlas to use as a supplemental resource during the geography unit • T always lets students self-select a working group because they behave better when they can choose whom to sit with • T's lesson plans are well formatted, but the timing for 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • Learning activities are matched to instructional outcomes • Activities provide opportunity for higher-level thinking • T provides a variety of appropriately challenging materials and resources • Instructional S groups are organized thoughtfully to maximize learning and build on Ss' strengths • The plan for the lesson or unit is well structured, with reasonable time allocations <p>Possible Examples:</p> <ul style="list-style-type: none"> • T reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level • T creates a list of historical fiction titles that will expand her Ss' knowledge of the age of exploration 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • Activities permit student choice • Learning experiences connect to other disciplines • T provides a variety of appropriately challenging resources that are differentiated for students in the class • Lesson plans differentiate for individual student needs <p>Possible Examples:</p> <ul style="list-style-type: none"> • T's unit on ecosystems lists a variety of challenging activities in a menu; the Ss choose those that suit their approach to learning • While completing their projects, the Ss will have access to a wide variety of resources that the T has coded by reading level so that Ss can make the best selections • After the cooperative group lesson, the Ss will reflect on their participation and make

	<p>sticky notes in his grade book; they indicate: lecture, activity, or test, along with page numbers in the text</p> <ul style="list-style-type: none"> • And others... 	<p>many activities is too short to actually cover the concepts thoroughly</p> <ul style="list-style-type: none"> • The plan for the ELA lesson includes only passing attention to Ss' citing evidence from the text for their interpretation of the short story • And others... 	<ul style="list-style-type: none"> • T plans for Ss to complete a project in small groups; he carefully selects group members by their reading level and learning style • T reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated • The fourth-grade math unit plan focuses on the key concepts for that level • And others... 	<p>suggestions</p> <ul style="list-style-type: none"> • The lesson plan clearly indicates the concepts taught in the last few lessons; the T plans for his Ss to link the current lesson outcomes to those they previously learned • T has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum • And others...
Domain 1 Planning & Preparation	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>1f: Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use of planning <p>1f: Indicators of Domain</p> <ul style="list-style-type: none"> • Lesson plans indicating correspondence between assessments and instructional outcomes • Assessment types suitable to the style of the outcome • Variety of performance opportunities for Ss • Modified assessments available for individual Ss as needed • Expectations clearly written with descriptors for each level of performance • Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • Assessments do not match instructional outcomes • Assessments lack criteria • No formative assessments have been designed • Assessment results do not affect future plans <p>Possible Examples:</p> <ul style="list-style-type: none"> • T marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B or a B to a C, etc. • T says, "What's the difference between formative assessment and the test I give at the end of the unit?" • T says, "The district gave me this entire curriculum to teach, so I just have to keep moving." • And others... 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • 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 <p>Possible Examples:</p> <ul style="list-style-type: none"> • The district goal for the unit on Europe is for Ss to understand geopolitical relationships; the T plans to have the Ss memorize all the country capitals and rivers • The plan indicates that the T will pause to "check for understanding" but does not specify a clear process for accomplishing that goal • S asks, "If half the class passed the test, why are we reviewing the material again?" • And others... 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • All of the learning outcomes have a method for assessment • Assessment types match learning expectations • Plans indicate modified assessments when they are necessary for some Ss • Assessment criteria are clearly written • Plans include formative assessments to use during instruction • Lesson plans indicate possible adjustments based on formative assessment data <p>Possible Examples:</p> <ul style="list-style-type: none"> • T knows that his Ss will have to write an argumentative essay on the state assessment; he plans to provide them with experiences developing argumentative writing as preparation • T has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation will be clearly 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • Assessments provide opportunities for S choice • Ss participate in designing assessments for their own work • T-designed assessments are authentic, with real-world application as appropriate • Ss develop rubrics according to T-specified learning objectives • Ss are actively involved in collecting information from formative assessments and provide input <p>Possible Examples:</p> <ul style="list-style-type: none"> • To teach persuasive writing, the T plans to have his class research and write to the principal on an issue that is important to the Ss; the use of cell phones in class • The Ss will write a rubric for their final project on the benefits of solar energy; the T has shown them several sample rubrics, and they will refer to those as they create a rubric of their own • After the lesson the T plans to ask Ss to rate their

			defined <ul style="list-style-type: none"> • T creates a short questionnaire to distribute to his Ss as the end of class; using their responses, he will organize the Ss into different groups during the next lesson's activities • Employing the formative assessment of the previous morning's project, the T plans to have five Ss work on a more challenging one while she works with six other Ss to reinforce the previous morning's concept • And others... 	understanding on a scale of 1 to 5; the Ss know that their rating will indicate their activity for the next lesson <ul style="list-style-type: none"> • T has developed a routine for her class; Ss know that if they are struggling with a math concept, they sit in a small group with her during workshop time • And others...
Domain 2 Classroom Environment	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Creating an Environment of Respect & Rapport <ul style="list-style-type: none"> • Teacher interaction with students • Student interactions with other students 2a: Indicators of Domain <ul style="list-style-type: none"> • Respectful talk, active listening, and turn-talking • Acknowledgement of Ss' backgrounds and lives outside the classroom • Body language indicative of warmth and caring shown by T and Ss • Physical proximity • Politeness and encouragement • Fairness 	Critical Attributes: <ul style="list-style-type: none"> • T is disrespectful toward Ss or insensitive to Ss' ages, cultural backgrounds, and developmental levels • S body language indicates feelings of hurt, discomfort, or insecurity • T displays no familiarity with, or caring about, individual Ss • T disregards disrespectful interactions among Ss Possible Examples: <ul style="list-style-type: none"> • S slumps in his chair following a comment by the T • Ss roll their eyes at a classmate's idea; the T does not respond • Many Ss talk when the T and other Ss are talking; the T does not correct them • Some Ss refuse to work with other Ss • T does not call Ss by their names • And others... 	Critical Attributes: <ul style="list-style-type: none"> • The quality of interactions between T and Ss, or among Ss, is uneven, with occasional disrespect or insensitivity • T attempts to respond to disrespectful behavior among Ss, with uneven results • T attempts to make connections with individual Ss, but S reactions indicate that these attempts are not entirely successful Possible Examples: <ul style="list-style-type: none"> • Ss attend passively to the T, but tend to talk, pass notes, etc. when other Ss are talking • A few Ss do not engage with others in the classroom, even when put together in small groups • Ss applaud halfheartedly following a classmate's presentation to the class • T says, "Don't talk that way to your classmates," but the S shrugs her shoulders 	Critical Attributes: <ul style="list-style-type: none"> • Talk between T and Ss and among Ss is uniformly respectful • T successfully responds to disrespectful behavior among Ss • Ss participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates • T makes general connections with individual Ss • Ss exhibit respect for the T Possible Examples: <ul style="list-style-type: none"> • T greets Ss by name as they enter the class or during the lesson • T gets on the same level with Ss, kneeling, for instance, beside a S working at a desk • Ss attend fully to what the T is saying • Ss wait for classmates to finish speaking before beginning to talk • Ss applaud politely following a classmate's presentation to the class • Ss help each other and accept 	Critical Attributes: <ul style="list-style-type: none"> • T demonstrates knowledge and caring about individual Ss' lives beyond the class and school • There is no disrespectful behavior among Ss • When necessary, Ss respectfully correct one another • Ss participate without fear of put-downs or ridicule from either the T or other Ss • T respects and encourages Ss' efforts Possible Examples: <ul style="list-style-type: none"> • T inquires about a S's soccer game last weekend (or extracurricular activities or hobbies) • Ss say "Shhh" to classmates who are talking while the T or another S is speaking • Ss clap enthusiastically for one another's presentations for a job well done • T says, "That's an interesting idea, Josh, but you're forgetting..."

		<ul style="list-style-type: none"> • And others... 	<p>help from each other</p> <ul style="list-style-type: none"> • T and Ss use courtesies such as “please,” “thank you,” and “excuse me.” • T says, “Don’t talk that way to your classmates,” and the insults stop • And others... 	<ul style="list-style-type: none"> • S questions a classmate, “Didn’t you mean _____?” and the classmate reflects and responds, “Oh, maybe you are right!” • And other...
Domain 2 Classroom Environment	Unsatisfactory	Needs Improvement	Proficient	Excellent
2b: Establishing a Culture for Learning <ul style="list-style-type: none"> • Importance of the content • Expectations for learning and achievement • Student pride in work 2b: Indicators of Domain <ul style="list-style-type: none"> • Belief in the value of what is being learned • High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation • Expectation of high-quality work on the part of Ss • Expectation and recognition of effort and persistence on the part of Ss • High expectations for expression and work products 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • T conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors • T conveys to at least some Ss that the work is too challenging for them • Ss exhibit little or no pride in their work • Ss use language incorrectly; the T does not correct them <p>Possible Examples:</p> <ul style="list-style-type: none"> • T tells Ss that they’re doing a lesson because it’s in the book or is district-mandated • T says to a student, “Why don’t you try this easier problem?” • Ss turn in sloppy or incomplete work • Many Ss don’t engage in an assigned task, and yet the T ignores their behavior • Ss have not completed their homework; the T does not respond • And others... 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • T’s energy for the work is neutral, neither indicating a high level or commitment nor ascribing the need to do the work to external forces • T conveys high expectations for only some Ss • Ss exhibit a limited commitment to complete the work on their own; many Ss indicate that they are looking for an “easy path” • T’s primary concern appears to be to complete the task at hand • T urges, but does not insist, that Ss use precise language <p>Possible Examples:</p> <ul style="list-style-type: none"> • T says, “Let’s get through this.” • T says, “I think most of you will be able to do this.” • Ss consult with one another to determine how to fill in a worksheet, without challenging one another’s thinking • T does not encourage Ss who are struggling • Only some Ss get right to work after an assignment is given or after entering the room • And others... 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • T communicates the importance of the content and the conviction that with hard work all Ss can master the material • T demonstrates a high regard for Ss’ abilities • T conveys an expectation of high levels of S effort • Ss expend good effort to complete work of high quality • T insists on precise use of language by Ss <p>Possible Examples:</p> <ul style="list-style-type: none"> • T says, “This is important; you’ll need to speak grammatical English when you apply for a job.” • T says, “This idea is really important!” It’s central to our understanding of history.” • T says, “Let’s work this together; it’s hard, but you all will be able to do it well.” • T hands a paper back to a S, saying, “I know you can do a better job on this.” The student accepts it without complaint. • Ss get to work right away when an assignment is given or after entering the room • And others... 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • T communicates passion for the subject • T conveys the satisfaction that accompanies a deep understanding of complex content • Ss indicate through their questions and comments a desire to understand the content • Ss assist their classmates in understanding content • Ss take initiative in improving the quality of their work • Ss correct one another in their use of language <p>Possible Examples:</p> <ul style="list-style-type: none"> • T says, “It’s really fun to find the patterns for factoring polynomials.” • S says, “I don’t really understand why it’s better to solve this problem that way.” • S asks a classmate to explain a concept or procedure since he didn’t quite follow the teacher’s explanation • Ss question one another on answers • S asks the T for permission to redo a piece of work since she now sees how it could be strengthened

Domain 2 Classroom Environment	Unsatisfactory	Needs Improvement	Proficient	• And others... Excellent
2c: Managing Classroom Procedures <ul style="list-style-type: none"> • Management of Instructional Groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and paraprofessionals 2c: Indicators of Domain <ul style="list-style-type: none"> • Smooth functioning of all routines • Little or no loss of instructional time • Ss playing an important role in carrying out the routines • Ss knowing what to do, where to move 	Critical Attributes: <ul style="list-style-type: none"> • Ss not working with the T are not productively engaged • Transitions are disorganized, with much loss of instructional time • There do not appear to be any established procedures for distributing any collecting materials • A considerate amount of time is spent off task because of unclear procedures Possible Examples: <ul style="list-style-type: none"> • When moving into small groups, Ss ask questions about where they are supposed to go, whether they should take their own chairs, etc. • There are long lines for materials and supplies • Distributing or collecting supplies is time consuming • Ss bump into one another when lining up or sharpening pencils • At the beginning of the lesson, roll-taking consumes much time and Ss are not working on anything • And others... 	Critical Attributes: <ul style="list-style-type: none"> • Ss are not working directly with the T are only partially engaged • Procedures for transitions seem to have been established, but their operation is not smooth • There appear to be established routines for distribution and collection of materials, but Ss are confused about how to carry them out • Classroom routines function unevenly Possible Examples: <ul style="list-style-type: none"> • Some Ss not working with the teacher are off task • Transition between large and small group activities requires five minutes but is accomplished • Ss ask what they are to do when materials are being distributed or collected • Ss ask clarifying questions about procedures • Taking attendance is not fully routinized; Ss are idle while the T fills out the attendance form • And others... 	Critical Attributes: <ul style="list-style-type: none"> • Ss are productively engaged during small-group or independent 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 Possible Examples: <ul style="list-style-type: none"> • In small-group work, Ss have established roles; they listen to one another, summarizing different views, etc. • Ss move directly between large- and small- group activities • Ss get started on an activity while the T takes attendance • T has an established timing device, such as counting down, to signal Ss to return to their desks • T has established attention signal, such as a raising a hand or dimming the lights • One member of each small group collects materials for the table • There is an established color-coded system indicating where materials should be stored • Cleanup at the end of a lesson is fast and efficient • And others... 	Critical Attributes: <ul style="list-style-type: none"> • With minimal prompting by the T, Ss ensure that their time is used productively • Ss take initiative in distributing and collecting materials efficiently • Ss themselves ensure that transitions and other routines are accomplished smoothly Possible Examples: <ul style="list-style-type: none"> • Ss redirect classmates in small groups not working directly with the T to be more efficient in their work • S reminds classmates of the roles that they are to play within the group • S redirects a classmate to the table he should be at following a transition • Ss propose an improved attention signal • Ss independently check themselves into class on the attendance board • And others...

Domain 2 Classroom Environment	Unsatisfactory	Needs Improvement	Proficient	Excellent
2d: Managing Student Behavior <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to student misbehavior 2d: Indicators of Domain <ul style="list-style-type: none"> • Clear standards of conduct, possibly posted, and possibly referred to during a lesson • Absence of acrimony between T and Ss concerning behavior • T awareness of S conduct • Preventive action when needed by the T • Absence of misbehavior • Reinforcement of positive behavior 	Critical Attributes: <ul style="list-style-type: none"> • The classroom environment is chaotic, with no standards of conduct evident • T does not monitor S behavior • Some Ss disrupt the classroom, without apparent T awareness or with an ineffective response Possible Examples: <ul style="list-style-type: none"> • S are talking amongst themselves, with no attempt by the T to silence them • An object flies through the air, apparently without the T's notice • Ss are running around the room, resulting in chaos • Ss use their phones and other electronic devices; the T doesn't attempt to stop them • And others... 	Critical Attributes: <ul style="list-style-type: none"> • T attempts to maintain order in the classroom, referring to classroom rules, but with uneven success • T attempts to keep track of S behavior, but with no apparent system • T's response to S misbehavior is inconsistent: harsh at times, other times lenient Possible Examples: <ul style="list-style-type: none"> • Classroom rules are posted, but neither the T nor the Ss refer to them • T repeatedly asks Ss to take their seats; some ignore her • To one S: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already." • And others... 	Critical Attributes: <ul style="list-style-type: none"> • Standards of conduct appear to have been established and implemented successfully • Overall, S behavior is generally appropriate • T frequently monitors S behavior • T's response to S misbehavior is effective Possible Examples: <ul style="list-style-type: none"> • Upon a nonverbal signal from the T, Ss correct their behavior • T moves to every section of the classroom, keeping a close eye on S behavior • T gives a S a "hard look," and the S stops talking to his neighbor • And others... 	Critical Attributes: <ul style="list-style-type: none"> • S behavior is entirely appropriate; any S misbehavior is very minor and swiftly handled • T silently and subtly monitors S behavior • Ss respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct Possible Examples: <ul style="list-style-type: none"> • S suggests a revision to one of the classroom rules • T notices that some Ss are talking among themselves and without a word moves nearer to them; the talking stops • T speaks privately to a S about misbehavior • S reminds her classmates of the class rule about chewing gum • And others...
Domain 2 Classroom Environment	Unsatisfactory	Needs Improvement	Proficient	Excellent
2e: Organizing Physical Environment <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources 2e: Indicators of Domain <ul style="list-style-type: none"> • Pleasant, inviting atmosphere • Safe environment • Accessibility for all Ss • Furniture arrangement suitable for the learning activities • Effective use of physical resources, including computer 	Critical Attributes: <ul style="list-style-type: none"> • There are physical hazards in the classroom, endangering S safety • Many Ss can't see or hear the T or see the board • Available technology is not being used even if it is available and its use would enhance the lesson Possible Examples: <ul style="list-style-type: none"> • There are electrical cords running around the classroom • There is a pole in the middle of 	Critical Attributes: <ul style="list-style-type: none"> • The physical environment is safe, and most Ss can see and hear the T or see the board • The physical environment is not an impediment to learning but does not enhance it • T makes limited use of available technology and other resources Possible Examples: <ul style="list-style-type: none"> • T ensures that dangerous chemicals are stored safely • The classroom desks remain in 	Critical Attributes: <ul style="list-style-type: none"> • The classroom is safe, and all Ss are able to see and hear the T or see the board • The classroom is arranged to support the instructional goals and learning activities • T makes appropriate use of available technology Possible Examples: <ul style="list-style-type: none"> • There are established guidelines concerning where backpacks are left during class to keep the 	Critical Attributes: <ul style="list-style-type: none"> • Modifications are made to the physical environment to accommodate Ss with special needs • There is total alignment between the learning activities and the physical environment • Ss take the initiative to adjust the physical environment • T and Ss make extensive and imaginative use of available technology

<p>technology, by both T and Ss</p>	<p>the room; some Ss can't see the board</p> <ul style="list-style-type: none"> • A whiteboard is in the classroom, but it is facing the wall • And others... 	<p>two semicircles requiring Ss to lean around their classmates during small-group work</p> <ul style="list-style-type: none"> • T tries to use a computer to illustrate a concept but requires several attempts to make the demonstration work • And others... 	<p>pathways clear; Ss comply</p> <ul style="list-style-type: none"> • Desks are moved together so that Ss can work in small groups, or desks are moved into a circle for class discussion • The use of an Internet connection extends the lesson • And others... 	<p>Possible Examples:</p> <ul style="list-style-type: none"> • Ss ask if they can shift the furniture to better suit small-group work or discussion • S closes the door to shut out the noise in the corridor or lowers a blind to block the sun from a classmate's eyes • S suggests an application of the whiteboard for an activity • And others...
<p>Domain 3 Instruction</p>	<p>Unsatisfactory</p>	<p>Needs Improvement</p>	<p>Proficient</p>	<p>Excellent</p>
<p>3a: Communicating with Students</p> <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language <p>3a: Indicators of Domain</p> <ul style="list-style-type: none"> • Clarity of lesson purpose • Clear directions and procedures specific to the lesson activities • Absence of content errors and clear explanations of concepts and strategies • Correct and imaginative use of language 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • At no time during the lesson does the T convey to Ss what they will be learning • Ss indicate through body language or questions that they don't understand the content being presented • T makes a serious content error that will affect the Ss' understanding of the lesson • Ss indicate through their questions that they are confused about the learning task • T's communications include errors of vocabulary or usage or imprecise use of academic language • T's vocabulary is inappropriate to the age of culture of the Ss <p>Possible Examples:</p> <ul style="list-style-type: none"> • S asks, "What are we supposed to be doing?" but the T ignores the question • T states that to add fractions they must have the same numerator • S have a quizzical look on their faces; some may withdraw from 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • T provides little elaboration or explanation about what the Ss will be learning • T's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by Ss • T makes no serious content errors but may make minor ones • T's explanations of content are purely procedural, with no indication of how Ss can think strategically • T must clarify the learning task so Ss can complete it • T's vocabulary and usage are correct but unimaginative • When the T attempts to explain academic vocabulary, it is only partially successful • T's vocabulary is too advanced, or too juvenile, for Ss <p>Possible Examples:</p> <ul style="list-style-type: none"> • T mispronounces "_____" • T says, "And oh, by the way, today we're going to factor polynomials." 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • T states clearly, at some point during the lesson, what the Ss will be learning • T's explanation of content is clear and invites student participation and thinking • T makes no content errors • T describes specific strategies Ss might use, inviting Ss to interpret them in the context of what they're learning • Ss engage with the learning task, indicating that they understand what they are to do • If appropriate, the T models the process to be followed in the task • T's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary • T's vocabulary is appropriate to Ss' ages and levels of development <p>Possible Examples:</p> <ul style="list-style-type: none"> • T says, "By the end of today's lesson you're all going to be able 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • If asked, Ss are able to explain what they are learning and where it fits into the larger curriculum context • T explains content clearly and imaginatively, using metaphors and analogies to bring content to life • T points out possible areas for misunderstanding • T invites Ss to explain the content to their classmates • Ss suggest other strategies they might use in approaching a challenge or analysis • T uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline • Ss use academic language correctly <p>Possible Examples:</p> <ul style="list-style-type: none"> • T says, "Here's a spot where some SS have difficulty; be sure to read it carefully." • T asks Ss to explain the task to other Ss • When clarification about the

	<p>the lesson</p> <ul style="list-style-type: none"> • Ss become disruptive or talk among themselves in an effort to follow the lesson • T uses technical terms without explaining their meanings • T says “ain’t” • And others... 	<ul style="list-style-type: none"> • S asks, “What are we supposed to be doing?” and the T clarifies the task • S asks, “What do I write here?” in order to complete a task • T says, “Watch me while I show you how to _____” asking S only to listen • A number of Ss do not seem to be following the explanation • Ss are inattentive during the T’s explanation of content • Ss’ use of academic vocabulary is imprecise • And others... 	<p>to factor different types of polynomials.”</p> <ul style="list-style-type: none"> • In the course of a presentation of content, the T asks the Ss, “Can anyone think of an example of that?” • T uses a board or projection device for task directions so that Ss can refer to it without requiring the T’s attention • T says, “When you’re trying to solve a math problem like this, you might think of a similar, but simpler, problem you’ve done in the past and see whether the same approach would work.” • T explains passive solar energy by inviting Ss to think about the temperature in a closed care on a cold, but sunny, day or about the water in a hose that has been sitting in the sun • T uses a Venn diagram to illustrate the distinctions between a republic and a democracy • And others... 	<p>learning task is needed, a S offers it to classmates</p> <ul style="list-style-type: none"> • T, in explaining the westward movement in U.S. history, invites Ss to consider that historical period from the point of view of the Native Peoples • The T asks, “Who would like to explain this idea to us?” • S asks, “Is this another way we could think about analogies?” • S explains an academic term to classmates • T pauses during an explanation of the civil rights movement to remind Ss that the prefix in –as in inequality mean “not” and that the prefix un- also means the same thing • S says to a classmate, “I think that side of the triangle is called the hypotenuse.” • And others...
Domain 3 Instruction	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>3b: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation <p>3b: Indicators of Domain</p> <ul style="list-style-type: none"> • Questions of high cognitive challenge, formulated by both Ss and Ts • Questions with multiple correct answers or multiple approaches, even when there is a single correct response 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • Questions are rapid-fire and convergent, with a single correct answer • Questions do not invite S thinking • All discussion is between the T and Ss; Ss are not invited to speak directly to one another • The T does not ask Ss to explain their thinking • Only a few Ss dominate the discussion 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • T frames some questions designed to promote S thinking, but many have a single correct answer, and the T call on Ss quickly • T invites Ss to respond directly to one another’s ideas, but few Ss respond • T call on many Ss, but only a small number actually participate in the discussion • T asks Ss to explain their reasoning, but only some Ss 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • T uses open-ended questions, inviting Ss to think and/or offer multiple possible answers • T makes effective use of wait time • Discussions enable Ss to talk to one another without ongoing mediation by T • T calls on most Ss, even those who don’t initially volunteer • T asks Ss to justify their reasoning, and most attempt to do so 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • Ss initiate higher-order questions • T builds on and uses S responses to questions in order to deepen S understanding • Ss extend the discussion, enriching it • Ss invite comments from their classmates during a discussion and challenge one another’s thinking • Virtually all Ss are engaged in the discussion

<ul style="list-style-type: none"> • Effective use of S responses and ideas • Discussion, with the T stepping out of the central, mediating role • Focus on the reasoning exhibited by Ss in discussion, both in give-and-take with the T and with their classmates • High levels of S participation in discussion 	<p>Possible Examples:</p> <ul style="list-style-type: none"> • All questions are of the “recitation” type, such as “What is 3 x 4?” • T asks a question for which the answer is on the board; Ss respond by reading it • T calls only on Ss who have their hands up • S responds to a question with wrong information, and the T doesn’t follow up • And others... 	<p>attempt to do so</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Many questions are of the “recitation” type, such as “How many member of the House of Representatives are there?” • T asks, “Who has an idea about this?” The usual three Ss offer comments • T asks, “Maria, can you comment of Ian’s idea?” but Maria does not respond or makes a comment directly to the T • T asks a S to explain his reasoning for why 13 is prime number but does not follow up when the S falters • And others... 	<p>Possible Examples:</p> <ul style="list-style-type: none"> • T asks, “What might have happened if the colonists had not prevailed in the American war for independence?” • T uses the plural form in asking questions, such as “What are some things you think might contribute to ___?” • T asks, ““Maria, can you comment on Ian’s idea?” and Maria responds directly to Ian • T poses a question, asking every S to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class • T asks Ss when they have formulated an answer to the question “Why do you think Huck Finn did ___?” to find the reason in the text and to explain their thinking to a neighbor • And others... 	<p>Possible Examples:</p> <ul style="list-style-type: none"> • S asks, “How many ways are there to get this answer?” • S says to a classmate, “I don’t think I agree with you on this, because...” • S asks of other Ss, “Does anyone have another idea how we might figure this out?” • S asks, “What if...?” • And others...
<p>Domain 3 Instruction</p>	<p>Unsatisfactory</p>	<p>Needs Improvement</p>	<p>Proficient</p>	<p>Excellent</p>
<p>3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing <p>3c: Indicators of Domain</p> <ul style="list-style-type: none"> • S enthusiasm, interest, thinking, problem solving, etc. • Learning tasks that require high-level S thinking and invite Ss to explain their thinking • Ss highly motivated to work on all tasks and persistent even when 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • Few S are intellectually engaged in the lesson • Learning tasks/activities and materials require only recall or have a single correct response or method • Instructional materials used are unsuitable to the lesson and/or the Ss • The lesson drags or is rushed • Only one type of instructional group is used (whole group, small groups) when variety would promote more S engagement 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • Some S are intellectually engaged in the lesson • Learning tasks are a mix of those requiring thinking and those requiring recall • Ss engagement with the content is largely passive; the learning consists primarily of facts or procedures • The materials and resources are partially aligned to the lesson objectives • Few of the materials and resources require S thinking or ask Ss to explain their thinking • The pacing of the lesson is 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • Most Ss are intellectually engaged in the lesson • Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking • Ss are invited to explain their thinking as part of completing tasks • Materials and resources support the learning goals and require intellectual engagement, as appropriate • Pacing of the lesson provides Ss the time needed to be intellectually engaged 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • Virtually all Ss are intellectually engaged in the lesson • Lesson activities require high-level S thinking and explanations of their thinking • Ss take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used • Ss have an opportunity for

<p>the tasks are challenging</p> <ul style="list-style-type: none"> • Ss actively “working,” rather than watching while their T “works” • Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and S reflection 	<p>Possible Examples:</p> <ul style="list-style-type: none"> • Most Ss disregard the assignment given by the T; it appears to be much too difficult for them • Ss fill out the lesson worksheet by copying words from the board • Ss are using math manipulative materials in a rote activity • T lectures for 45 minutes • Most Ss don’t have time to complete the assignment; the T moves on in the lesson • And others... 	<p>uneven – suitable in parts but rushed or dragging in others</p> <ul style="list-style-type: none"> • The instructional groupings used are partially appropriate to the activities <p>Possible Examples:</p> <ul style="list-style-type: none"> • Ss in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed • Ss are asked to fill in a worksheet, following an established procedure • There is a recognizable beginning, middle, and end to the lesson • T lectures for 20 minutes and provides 15 minutes for the Ss to write an essay; not all Ss are able to complete it • And others... 	<ul style="list-style-type: none"> • T uses groupings that are suitable to the lesson activities <p>Possible Examples:</p> <ul style="list-style-type: none"> • Five Ss (out of 27) have finished an assignment early and begin talking among themselves; the T assigns a follow-up activity • Ss are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning • Ss are given a task to do independently, then to discuss with a table group, followed by a reporting from each table • Ss are asked to create different representations of a large number using a variety of manipulative materials • The lesson is neither rushed nor does it drag • And others... 	<p>reflection and closure on the lesson to consolidate their understanding</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Ss are asked to write an essay in the style of Hemmingway and to describe which aspects of his style they have incorporated • Ss determine which of several tools – e.g., a protractor, spreadsheet, or graphing calculator – would be most suitable to solve a math problem • S asks whether they might remain in their small groups to complete another section of the activity, rather than work independently • Ss identify or create their own learning materials • Ss summarize their learning from the lesson • And others...
<p>Domain 3 Instruction</p>	<p>Unsatisfactory</p>	<p>Needs Improvement</p>	<p>Proficient</p>	<p>Excellent</p>
<p>3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress <p>3d: Indicators of Domain</p> <ul style="list-style-type: none"> • T paying close attention to evidence of S understanding • T posing specifically created questions to elicit evidence of S understanding • T circulating to monitor S learning and to offer feedback 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • T gives no indication of what high-quality work looks like • T makes no effort to determine whether Ss understand the lesson • Ss receive no feedback, or feedback is global or directed to only one S • T does not ask Ss to evaluate their own or classmates’ work <p>Possible Examples:</p> <ul style="list-style-type: none"> • S asks, “How is this assignment going to be graded?” • S asks, “Is this the right way to 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • There is little evidence that the S understand how their work will be evaluated • T monitors understanding through a single method, or without eliciting evidence of understanding from Ss • Feedback to Ss is vague and not oriented toward future improvement of work • T makes only minor attempts to engage Ss in self-or peer assessment <p>Possible Examples:</p> <ul style="list-style-type: none"> • T asks, “Does anyone have a 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • T makes the standards of high-quality work clear to Ss • T elicits evidence of S understanding • Ss are invited to assess their own work and make improvements; most of them do so • Feedback includes specific and timely guidance, at least for groups of Ss <p>Possible Examples:</p> <ul style="list-style-type: none"> • T circulates during small-group or independent work, offering suggestions to Ss 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • Ss indicate that they clearly understand the characteristics of high-quality work, and there is evidence that Ss have helped establish the evaluation criteria • T is constantly “taking the pulse” of the class; monitoring the S understanding is sophisticated and continuous and makes use of strategies to elicit information about individual S understanding • Ss monitor their own understanding, either on their own initiative or as a result of tasks set by the T • High-quality feedback comes

<ul style="list-style-type: none"> Ss assessing their own work against established criteria 	<p>solve this problem?” but receives no information from the T</p> <ul style="list-style-type: none"> T forges ahead with a presentation without checking for understanding After the Ss present their research on globalization, the T tells them their letter grade; when Ss ask how he arrived at the grade, the T responds, “After all these years in education, I just know what grade to give.” And others... 	<p>question?”</p> <ul style="list-style-type: none"> When a S completes a problem on the board, the T corrects the S’s work without explaining why T says, “Good job, everyone.” T, after receiving a correct response from one S, continues without ascertaining whether other Ss understand the concept Ss receive their tests back; each one is simply marked with a letter grade at the top And others... 	<ul style="list-style-type: none"> T uses specifically formulated questions to elicit evidence of S understanding T asks Ss to look over their papers to correct their errors; most of them engage in this task And others... 	<p>from many sources, including Ss; it is specific and focused on improvement</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> T reminds Ss of the characteristics of high-quality work, observing that the Ss themselves helped develop them While Ss are working, the T circulates, providing specific feedback to individual Ss T uses popsicle sticks or exit tickets to elicit evidence of individual S understanding Ss offer feedback to their classmates on their work Ss evaluate a piece of their own writing against the writing rubric and confer with the T about how it could be improved And others...
<p>Domain 3 Instruction</p>	<p>Unsatisfactory</p>	<p>Needs Improvement</p>	<p>Proficient</p>	<p>Excellent</p>
<p>3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> Lesson adjustment Response to students Persistence <p>3e: Indicators of Domain</p> <ul style="list-style-type: none"> Incorporation of Ss’ interests and daily events into a lesson T adjusting instruction in response to evidence of S understanding (or lack of it) T seizing on a teachable moment 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> T ignores indications of S boredom or lack of understanding T brushes aside Ss’ questions T conveys to Ss that when they have difficulty learning it is their fault In reflecting on practice, the T does not indicate that it is important to reach all Ss T makes no attempt to adjust the lesson in response to S confusion <p>Possible Examples:</p> <ul style="list-style-type: none"> T says, “We don’t have time for that today.” T says, “If you’d just pay 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> T makes perfunctory attempts to incorporate Ss’ questions and interests into the lesson T conveys to Ss a level of responsibility for their learning but also his uncertainty about how to assist them In reflecting on practice, the T indicates that desire to reach all Ss but does not suggest strategies for doing so T’s attempts to adjust the lesson are partially successful <p>Possible Examples:</p> <ul style="list-style-type: none"> T says, “I’ll try to think of another way to come at this and get back to you.” T says, “I realize not everyone 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> T incorporates Ss’ interests and questions into the heart of the lesson T conveys to Ss that she has other approaches to try when the Ss experience difficulty In reflecting on practice, the T cites multiple approaches undertaken to reach Ss having difficulty When improving becomes necessary, the T makes adjustments to the lesson <p>Possible Examples:</p> <ul style="list-style-type: none"> T says, “That’s an interesting idea; let’s see how it fits.” T illustrates a principal of good writing to a S, using his interest 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> T seizes on a teachable moment to enhance a lesson T conveys to Ss that she won’t consider a lesson “finished” until every S understands and that she has a broad range of approaches to use In reflecting on practice, the T can cite others in the school and beyond whom he has contacted for assistance in reaching some Ss T’s adjustments to the lesson, when they are needed, are designed to assist individual Ss <p>Possible Examples:</p> <ul style="list-style-type: none"> T stops a lesson midstream and says, “This activity doesn’t seem

	<p>attention, you could understand this.”</p> <ul style="list-style-type: none"> • When a S asks the T to explain a mathematical procedure again, the T says, “Just do the homework assignment; you’ll get it then.” • And others... 	<p>understands this, but we can’t spend any more time on it.”</p> <ul style="list-style-type: none"> • T rearranges the way the Ss are grouped in an attempt to help Ss understand the lesson; the strategy is partially successful • And others... 	<p>in basketball as context</p> <ul style="list-style-type: none"> • T says, “This seems to be more difficult for you than I expected; let’s try this way,” and then uses another approach • And others... 	<p>to be working. Here’s another way I’d like you to try it.”</p> <ul style="list-style-type: none"> • T incorporates the school’s upcoming championship game into an explanation of averages • T says, “If we have to come back to this tomorrow, we will; it’s really important that you understand it.” • And others...
Domain 4 Professional Responsibilities	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>4a: Reflecting on Teaching</p> <ul style="list-style-type: none"> • Accuracy • Use in future teaching <p>4a: Indicators of Domain</p> <ul style="list-style-type: none"> • Accurate reflections on a lesson • Citation of adjustments to practice that draw on a repertoire of strategies 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • T considers the lesson but draws incorrect conclusions about its effectiveness • T makes no suggestions for improvement <p>Possible Examples:</p> <ul style="list-style-type: none"> • Despite evidence to the contrary, the T says, “My S did great on that lesson!” • T says, “That was awful; I wish I knew what to do!” • And others... 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • T has a general sense of whether or not instructional practices were effective • T offers general modifications for future instruction <p>Possible Examples:</p> <ul style="list-style-type: none"> • At the end of the lesson, the T says, “I guess that went okay.” • T says, “I guess I’ll try _____ next time.” • And others... 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • T accurately assesses the effectiveness of instructional activities used • T identifies specific ways in which a lesson might be improved <p>Possible Examples:</p> <ul style="list-style-type: none"> • T says, “I wasn’t pleased with the level of engagement of the Ss.” • T’s journal indicates several possible lesson improvements • And others... 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • T’s assessment of the lesson is thoughtful and includes specific indicators of effectiveness • T’s suggestions for improvement draw on an extensive repertoire <p>Possible Examples:</p> <ul style="list-style-type: none"> • T says, “I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed.” • In conversation with colleagues, the T considers strategies for grouping S differently to improve a lesson • And others...
Domain 4 Professional Responsibilities	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>4b: Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records <p>4b: Indicators of Domain</p> <ul style="list-style-type: none"> • Routines and systems that track S completion of assignments • Systems of information regarding S progress against instructional 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • There is no system for either instructional or non-instructional records • Record-keeping systems are in disarray and provide incorrect or confusing information <p>Possible Examples:</p> <ul style="list-style-type: none"> • S says, “I’m sure I turned in that assignment, but the T lost it!” • T says, “I misplaced the writing 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • T has a process for recording S work completion. However, it may be out of date or may not permit S to access the information. • T process for tracking S progress is cumbersome to use • T has a process for tracking some, but not all, non-instructional information, and it may contain some errors. 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • T’s process for recording completion of S work is efficient and effective; Ss have access to information about completed and/or missing assignments • T has an efficient and effective process for recording S attainment of learning goals; Ss are able to see how they’re progressing • T’s process for recording non- 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • Ss contribute to and maintain records indicating completed and outstanding work assignments • Ss contribute to and maintain data files indicating their own progress in learning • Ss contribute to maintaining non-instructional records for the class

<p>outcomes</p> <ul style="list-style-type: none"> Processes of maintaining accurate non-instructional records 	<p>samples for my class, but it doesn't matter—I know what the S would have scored."</p> <ul style="list-style-type: none"> On the morning of the field trip, the T discovers that five S never turned in their permission slips And others... 	<p>Possible Examples:</p> <ul style="list-style-type: none"> S says, "I wasn't in school today, and my T's website is out of date, so I don't know what the assignments are!" T says, "I've got all these notes about how the kids are doing: I should put them into the system, but I just don't have time." On the morning of the field trip, the T frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings And others... 	<p>instructional information is both efficient and effective</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> On the class website, the T creates a link that Ss can access to check on any missing assignments T's grade book records S progress toward learning goals T creates a spreadsheet for tracking which Ss have paid for their school pictures And others... 	<p>Possible Examples:</p> <ul style="list-style-type: none"> A S from each team maintains the database of current and missing assignments for the team When asked about her progress in a class, a S proudly show her portfolio of work and can explain how the documents indicate her progress toward learning goals When they bring in their permission slips for a field trip, S add their own information to the database. And others...
<p>Domain 4 Professional Responsibilities</p>	<p>Unsatisfactory</p>	<p>Needs Improvement</p>	<p>Proficient</p>	<p>Excellent</p>
<p>4c: Communicating with Families</p> <ul style="list-style-type: none"> Information about the instructional group Information about individual students Engagement of families in the instructional program <p>4c: Indicators of Domain</p> <ul style="list-style-type: none"> Frequent and culturally appropriate information sent home regarding the instructional program and S progress Two-way communication between the T and families Frequent opportunities for families to engage in the learning process 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> 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 There is some culturally inappropriate communication <p>Possible Examples:</p> <ul style="list-style-type: none"> A parent says, "I'd like to know what my kid is working on at school." A parent says, "I wish I could know something about my child's progress before the report card comes out." A parent says, "I wonder why we never see any school work come home." And others... 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> School or district created materials about the instructional program are sent home T sends home infrequent or incomplete information about the instructional program T maintains a school –required gradebook but does little else to inform families about S progress Some of the T's communications are inappropriate to families' cultural norms <p>Possible Examples:</p> <ul style="list-style-type: none"> A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class." A parent says, "I emailed the T about my child's struggles with math, but all I got back was a note saying that he's doing fine." T sends home weekly quizzes for parent or guardian signature And others,,, 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> T regularly makes information about the instructional program available T regularly sends home information about S progress T develops activities designed to engage families successfully and appropriately in their children's learning Most of the T's communications are appropriate to families' cultural norms <p>Possible Examples:</p> <ul style="list-style-type: none"> T sends a weekly newsletter home to families that describe current class activities, community and/or school projects, field trips, etc. T creates a monthly progress report, which is sent home for each S T sends home a project that asks Ss to interview a family member about growing up in the 1950s 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> Ss regularly develop materials to inform their families about the instructional program Ss maintain accurate records about their individual learning progress and frequently share this information with families Ss contribute to regular and ongoing projects designed to engage families in the learning process All of the T's communications are highly sensitive to families' cultural norms <p>Possible Examples:</p> <ul style="list-style-type: none"> Ss create materials for Back-to-School Night that outline the approach for learning science Each S's daily reflection log describes what she or he is learning, and the log goes home each week for review by a parent or guardian Ss design a project on charting their family's use of plastics

			• And others...	• And others...
Domain 4 Professional Responsibilities	Unsatisfactory	Needs Improvement	Proficient	Excellent
4d: Participating in a Professional Community <ul style="list-style-type: none"> Relationships with colleagues Involvement in a culture of professional inquiry Service to the school and district 4d: Indicators of Domain <ul style="list-style-type: none"> Regular T participation with colleagues to share and plan for S success Regular T participation in professional courses or communities that emphasize improving practice Regular T participation in school initiatives Regular T participation in support of community initiatives 	Critical Attributes: <ul style="list-style-type: none"> T's relationships with colleagues are characterized by negativity or combativeness T purposefully avoids contributing to activities promoting professional inquiry T avoids involvement in school activities and district and community projects Possible Examples: <ul style="list-style-type: none"> T doesn't share test-taking strategies with his colleagues. He figures that if his S do well, he will look good T does not attend PLC meetings T does not attend any school functions after the dismissal bell T says, "I work from 8:30-3:30 and not a minute more. I won't serve on any district committee unless they get me a substitute to cover my class." And others... 	Critical Attributes: <ul style="list-style-type: none"> T has cordial relationships with colleagues When invited, the T participates in activities related to professional inquiry When asked, the T participates in school activities, as well as district and community projects Possible Examples: <ul style="list-style-type: none"> T is polite but seldom shares any instructional materials with his grade partners T attends PLC meetings only when reminded by her supervisor The principal says, "I wish I didn't have to ask the T to "volunteer" every time we need someone to chaperone the dance." T contributes to the district literacy committee only when requested to do so by the principal And others... 	Critical Attributes: <ul style="list-style-type: none"> T has supportive and collaborative relationships with colleagues T regularly participates in activities related to professional inquiry T frequently volunteers to participate in school events and school district and community projects Possible Examples: <ul style="list-style-type: none"> Principal remarks that the T's Ss have been noticeably successful since her T team has been focusing on instructional strategies during its meetings T has decided to take some free MIT courses online and to share his learning with colleagues The basketball coach is usually willing to chaperone the ninth-grade dance because she knows all of her players will be there T enthusiastically represents the school during the district social studies review and brings his substantial knowledge of U.S. history to the course writing team And others... 	Critical Attributes: <ul style="list-style-type: none"> T takes a leadership role in promoting activities related to professional inquiry T regularly contributes to and leads events that positively impact school life T regularly contributes to and leads significant district and community projects Possible Examples: <ul style="list-style-type: none"> T leads the group of mentor T at school, which is devoted to supporting T during their first years of teaching T hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills T leads the annual "Olympics" day, thereby involving the entire student body and faculty in athletic events T leads the district wellness committee, and involves healthcare and nutrition specialist from the community And others
Domain 4 Professional Responsibilities	Unsatisfactory	Needs Improvement	Proficient	Excellent
4e: Growing and Developing Professionally <ul style="list-style-type: none"> Enhancement of content knowledge and pedagogical skill 	Critical Attributes: <ul style="list-style-type: none"> T is not involved in any activity that might enhance knowledge or skill T purposefully resists discussing 	Critical Attributes: <ul style="list-style-type: none"> T participates in professional activities when they are required or provided by the district T reluctantly accepts feedback 	Critical Attributes: <ul style="list-style-type: none"> T seeks regular opportunities for continued professional development T welcomes colleagues and 	Critical Attributes: <ul style="list-style-type: none"> T seeks regular opportunities for continued professional development, including initiation action research

<ul style="list-style-type: none"> • Receptivity to feedback from colleagues • Service to the profession <p>4e: Indicators of Domain</p> <ul style="list-style-type: none"> • Frequent T attendance in courses and workshops; regular academic reading • Participation in learning networks with colleagues; freely shared insights • Participation in professional organizations supporting academic inquiry 	<p>performance with supervisors or colleagues</p> <ul style="list-style-type: none"> • T ignores invitations to join professional organizations or attend conferences <p>Possible Examples:</p> <ul style="list-style-type: none"> • T never takes continuing education courses, even though the credits would increase this salary • T endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will be able to simply discard the feedback form • Despite teaching high school honors mathematics, the T declines to join NCTM because it costs too much and makes too many demands on members' time • And others ... 	<p>from supervisors and colleagues</p> <ul style="list-style-type: none"> • T contributes in a limited fashion to professional organizations <p>Possible Examples:</p> <ul style="list-style-type: none"> • T politely attends district workshops and professional development days but doesn't make much use of the materials received • T listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply in his situation • T joins the local chapter of the American Library Association because she might benefit from the free books—but otherwise doesn't feel it's worth much of her time • And others... 	<p>supervisors into the classroom for the purposes of gaining insight from their feedback</p> <ul style="list-style-type: none"> • T actively participates in organizations designed to contribute to the profession <p>Possible Examples:</p> <ul style="list-style-type: none"> • T eagerly attends the district's optional summer workshops, knowing they provide a wealth of instructional strategies he'll be able to use during the school year • T enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day • T joins a science education partnership and finds that I provides him with access to resources for his classroom that truly benefit his Ss • And others... 	<ul style="list-style-type: none"> • T actively seeks feedback from the supervisors and colleagues • T takes an active leadership role in the professional organizations in order to contribute to the profession <p>Possible Examples:</p> <ul style="list-style-type: none"> • T's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction • T is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress • T has founded a local organization devoted to literacy education; her leaderships has inspired T in the community to work on several curriculum and instruction projects • And others...
<p>Domain 4 Professional Responsibilities</p>	<p>Unsatisfactory</p>	<p>Needs Improvement</p>	<p>Proficient</p>	<p>Excellent</p>
<p>4f: Showing Professionalism</p> <ul style="list-style-type: none"> • Integrity and ethical conduct • Service to and advocacy for students • Decision Making • Compliance with school and district regulations <p>4f: Indicators of Domain</p> <ul style="list-style-type: none"> • T having a reputation as being trustworthy and often sought as a sounding board • T frequently reminding 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • T is dishonest • T does not notice the needs of S • T engages in practices that are self-serving • T willfully rejects district regulations <p>Possible Examples:</p> <ul style="list-style-type: none"> • T makes some errors when marking the most recent common assessment but doesn't tell his colleagues 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • T is honest • T notices the needs of students but is inconsistent in addressing them • T does not notices that some school practices result in poor conditions for S • T makes decisions professionally but on a limited basis • T complies with district regulations 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • T is honest and known for having high standards of integrity • T actively addresses S needs • T actively works to provide opportunities for S success • T willingly participates in team and departmental decision making • T complies completely with district regulations 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> • T is considered a leader in terms of honesty, integrity, and confidentiality • T is highly proactive in serving students • T makes a concerted effort to ensure opportunities are available for all S to be successful • T takes a leadership role in team and departmental decision making

<p>participants during committee or planning work that Ss are the highest priority</p> <ul style="list-style-type: none"> • T supporting Ss, even in the face of difficult situations or conflicting policies • T challenging existing practice in order to put Ss first • T consistently fulfilling district mandates regarding policies and procedures 	<ul style="list-style-type: none"> • T does not realize that three of her neediest S arrive at school an hour early every morning because their mothers can't afford daycare • T fails to notice that one of his kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs • When one of her colleagues goes home suddenly because of illness, the T pretends to have a meeting so that she won't have to share in the coverage responsibilities • T does not file his S's writing samples in their district cumulative folders; it is time—consuming, and he wants to leave early for summer break • And others... 	<p>Possible Examples:</p> <ul style="list-style-type: none"> • T says, "I have always known my grade partner to be truthful. If she called in sick today, then I believe her." • T considers staying late to help some of her S in after—school daycare but then realizes it would conflict with her health club class and so decides against it • T notices a student struggling in his class and sends a quick email to the counselor. When he doesn't get a response, he assumes the problem has been taken care of • When the T's grade partner goes out on maternity leave, the T says "Hello" and "Welcome" to the substitute but does not offer any further assistance • T keeps his district—required gradebook up to date but enters exactly the minimum number of assignments specified by his department chair • And others... 	<p>Possible Examples:</p> <ul style="list-style-type: none"> • T is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately • Despite her lack of knowledge about dance, the T forms a dance club at her high school to meet the high interest level of her Ss who cannot afford lessons • T notices some speech delays in a few of her young Ss; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps • The English department chair says, "I appreciate when ____ attends our after-school meetings; he always contributes something meaningful to the discussion." • T learns the district's new online curriculum mapping system and writes in all of her courses • And others... 	<ul style="list-style-type: none"> • T takes a leadership role regarding district regulations <p>Possible Examples:</p> <ul style="list-style-type: none"> • When a young T has trouble understanding directions from the principal, she immediately goes to a more seasoned T – who, she knows, can be relied on for expert advice and complete discretion • After the school's intramural basketball program is discontinued, the T finds some former student athletes to come in and work with his student, who have come to love the after—school sessions • T enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantage students • The math department looks forward to their weekly meetings; their leader, the teacher, is always seeking new instructional strategies and resource for them to discuss • When the district adopts a new Web-based grading program, the T learns it inside and out so that she will be able to assist her colleagues with its implementation • And others...
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