Tools for Teacher Evaluation

OVERVIEW OF THE TEACHER EVALUATION PROCESS

	Novice	**Experienced**	**Independent Supported Growth**	**Intensive Support**
Membership	First 3 years of teaching or, for experienced teachers, first year of service in this district New to teaching position=3 years New to the district=1 year	Any teacher who is not a novice and not in intensive support	Designation into heterogeneous Cohorts A, B, or C by, and at the discretion of, the teacher supervisor	At the discretion of the teacher supervisor based on objective collected evidence of, but not limited to, persistent unsatisfactory performance in one or more of the components of professional practice.
Description of Assessment	Observation-based assessment only: a minimum of one formal and two informal or walk-through observations per semester for two or four semesters in addition to artifact examinations, teacher self-assessment and teacher interviews	Observation-based annual assessment, once every three years, (or more often at the discretion of the teacher supervisor based on objective evidence related to the standards of practice) consisting of a minimum of two formal and two informal or walk-through observations per year in addition to artifact examination, teacher self-assessment and teacher interviews	Formative assessment self-directed growth plan incorporating existing district formative assessment supports , to occur twice in every three-year cycle and driven by student assessment data.(See chart below) *Note: This is NOT optional. Participants may not elect formal assessment instead.*	Individualized team-based, collaboratively-designed improvement plan, including timeline, and targeted component(s) of practice. Evidence of improvement is necessary and will be articulated as part of the plan.
Description of Process	**Step 1**: Self-assessment by the teacher on all 22 rubric components at start of school year. Teacher shares self-assessment with supervisor. **Step 2**: Collection of evidence, all year, on all 22 components as appropriate, through: • Formal(full lesson) 1. Pre-observation lesson plan 2. Observation for D2,D3 3. Teacher Self-assessment 4. Collaborative Evaluation • informal (lesson portion or walk-through) observations • multiple visitations by supervisor • some announced, some unannounced • use standardized evidence collection form • post-conference with teacher preceded by teacher's self-assessment for announced, observed lesson **Step 3**: Mid-year teacher self assessment all 22 components, based on relevant evidence, then corroborated or corrected by supervisor. **Step 4** : Collaborative summative assessment with supervisor. Teacher initiates the summative assessment; supervisor corroborates or corrects. Tentative component goal selection for upcoming	**Step 1**: Self-assessment on all 22 rubric components based upon student achievement data and other relevant evidence. Teacher selects one component as goal for growth, based on the component that, when improved, would provide greatest impact on student achievement. Teacher shares self-/target component with supervisor. **Step 2**: Teacher designs project to improve target component, including timeline, activities and evidence to be produced, and incorporating district formative assessment services wherever applicable.	**Step 1: (Supervisor)** Identification of the specific deficiencies/components of the Framework which are unsatisfactory and in need of improvement: List the components of the Framework where performance is persistently at the Unsatisfactory level and attach relevant observation evidence/documents. **Step 2: (Supervisor)** Identification of the specific qualities and evidence needed to indicate satisfactory performance in the target components: Refer to the rubrics and articulate specific outcomes that can be measured.

	directed professional growth year (experienced teachers only).		**Step 3**: Teacher invites a colleague to review project for suggestions, then presents it to supervisor for suggestions, support and approval. **Step 4**: Teacher implements project; supervisor conducts informal checks for progress as appropriate throughout the year and provides oral feedback as degree of progress. **Step 5:** Teacher collects relevant evidence of project completion and goal achievement. Completes self-assessment on 22 components and shares w/ supervisor. Collaborative summative assessment completed with evaluator. (Pass/fail recommended)	**Step 3: (Supervisor)** An established timetable for the required improvement in performance: List the date by which performance outcomes must be achieved, with sub-targets. **Step 4: (Teacher)** Design of activities that will move teaching practice toward satisfactory performance in the target components including district formative assessment supports where applicable **Step 5: (Teacher)** List of those persons, if any, who will help design and implement the plan and formatively monitor progress. (Colleagues provide formative support, not evaluation). **Step 6: (Teacher)** Identification of multiple resources provided by the district to help the teacher succeed **Step 7: (Supervisor)** Approval of the plan with or without changes, permission to begin implementation.
Frequency of Evaluation	Minimum one formal and two informal per semester for 1 or 2 years (2 or 4 formal observations)	Year-long cycle to occur once every three years; one formal and two informal per year, every three years	Year- long cycle to occur twice every three years	Length of plan shall be not more than one year and not less than one semester. Wwritten, evidence-based feedback weekly throughout the implementation of the plan.

Cycle I: Formal Evaluation

The Process of Teacher Evaluation

<u>CYCLE I:</u> FORMAL EVALUATION PROCESS

Step 1: Evidence collection, Domains 1 and 4: The Lesson Plan

Announced Observations:

- For announced observations, the teacher completes ***Evidence Collection Form #1***: Domains 1 and 4, attached, (electronically, preferably) and sends it to evaluator two days prior to announced visit.

- Evaluator reads the plan, provides feedback to the teacher, (electronically, preferably) and asks any clarifying questions as necessary, as well as any other questions that will provide helpful evidence prior to the observation..

- A face-to-face pro-observation conference in addition to the above document-sharing is optional, but not necessary.

- This plan becomes evidence for Domains 1 and 4.

Unannounced Observations: No lesson plan or pre-observation conference is required. Items contained on *Form #1* may, however, be discussed after the lesson and relevant evidence collected.

Step 2: Evidence Collection, Domains 2 and 3

Announced and unannounced: Evaluator conducts observation of practice, collecting evidence using the appropriate attached document:

- ***Evidence Collection Form #2A***: Observation of full lesson
- ***Evidence Collection Form #2B:*** Walk-through or lesson portion

Evaluator shares a copy of the evidence with the teacher who is always invited to add to, or correct, the evidence as necessary so that the record of the observation is as accurate as possible.

Step 3: Teacher Reflection and Self-Assessment

Observation:

- The teacher conducts a self-assessment of the lesson (electronically, ideally) by highlighting the appropriate components/levels of performance on the attached ***Form #3: Teacher Self-Assessment***

- The teacher sends the self-assessment to the evaluator within two days of the observation.

- The evaluator studies the teacher self-assessment, and marks on the evaluator rubric. *Form #4: Evaluator Assessment* (attached) the "components of agreement", that is, those components where the teacher's self-assessment of the lesson matches with the evaluator's assessment of that component.

- The evaluator **DOES NOT MARK** the components where the teacher's thinking and the evaluator's thinking do not match. These will be discussed and completed in Step 4.

Walk-through or lesson portion: No teacher self-assessment is required, although the teacher is always invited to respond to evaluator comments, should s/he desire to.

Step 4: Collaborative Assessment

Observation:

- The teacher and evaluator meet for the post-teaching conference in which they discuss the *"components of difference",* that is, those components where the teacher's self assessment of the lesson is different from the evaluator's thinking.

- The *teacher takes the lead* in discussing the evidence and his/her reasons for assessing the component as s/he did. The evaluator responds with his/her thoughts, and together they arrive at a collaborative assessment for the components of difference, recording these on the evaluator's assessment form, *Form #4: Evaluator Assessment*.

- In the event that the evaluator and teacher cannot come to agreement, the evaluator's assessment will be recorded, following whatever due-process agreements are contractually in place.

Walk-Through: No collaborative conference is required; evaluator provides a copy of the evidence collection form(#2B) to the teacher with appropriate remarks at the bottom . However, comments and discussion from the teacher are always welcomed.

Step 5: Summative Assessment

- At the end of the evaluative cycle, the teacher is invited to review the evidence accumulated throughout the cycle, including:

  -Evidence of Domains 1 and 4 (Evidence Collection Form #1)
  -Observations/evaluations (Evidence Collection Form #2A)
  -Walk-throughs (Evidence Collection Form #2B)
  -Ancillary evidence (Evidence Collection Form #2B).

- The teacher uses the evidence to conduct a self-assessment for current, typical performance for the evaluative cycle, based on the evidence, using *Form #5: Summative Assessment* document; the teacher enters under "evidence" only any evidence that is not contained in documents accumulated (see above) or about which the evaluator might be unaware
- The teacher presents the Form #5:Summative Assessment document to the evaluator, who either corroborates or corrects it, resulting in the summative assessment of record

STEP #1: FORM #1, LESSON PLAN

(To be completed by the teacher in advance of announced observation and sent to evaluator 2 days in advance)

DOMAIN 1	DOMAIN 4: List any evidence for D4 that relates to the lesson being taught; evidence not required for all D4 components
1a. Demonstrating Knowledge of Content and Pedagogy: What is the content to be taught? What prerequisite learning is required?	4a. Reflecting on Teaching
1b. Demonstrating Knowledge of Students: How will you modify this lesson for groups or individual students?	4b. Maintaining Accurate Records
1c. Selecting Instructional Outcomes: What do you want students to learn during this lesson?	4c. Communicating with Families
1d. Demonstrating Knowledge of Resources: What resources were considered for this lesson and rejected? Why? What resources will be used? Why?	4d. Participating in a Professional Community
1e. Designing Coherent Instruction: List very briefly the steps of the lesson	4e. Growing and Developing Professionally
1f: Designing Student Assessments: How will you measure the goals articulated in 1c? What does success look like?	4f: Showing Professionalism

STEP #2: FORM #2A, EVIDENCE FOR DOMAINS 2, 3

2a. Creating a Climate of Respect and Rapport	3a. Communicating with Student
2b. Creating a Culture for Learning	3b. Using Questioning and Discussion Techniques
2c. Managing Classroom Procedures	3c. Engaging Students in Learning
2d. Managing Student Behavior	3d. Assessing Student Learning
2e. Organizing the Physical Space	3e. Demonstrating Flexibility and Responsiveness

STEP #2: FORM #2B, WALK-THROUGH EVIDENCE

Domain 1: Planning and Preparation
Knowledge of Content, Knowledge of Students, Instructional Outcomes, Resources, Coherent Instruction, Assessment Design

Domain 2: Classroom Environment
Respect/rapport, Culture for Learning, Management of Procedures, Management of Student Behavior, Organizing Physical Space

Domain 4: Professional Responsibilities
Reflection, Record-keeping, Communicating w/families, Participating in Learning Community, Growing Professionally, Professionalism

Domain 3: Instruction
Communicating w/Students, Questioning/discussion, Engagement, Assessment during Teaching, Flexibility/responsiveness

Something I Appreciated:

A Question for your reflection:

Name of Teacher:

Name of Observer/Date:

Questions, comments and conversation relative to the evidence are invited and welcomed.

STEP #3: RUBRIC TEACHER SELF-ASSESSMENT, APPENDIX A

(To be completed by the teacher and sent to the evaluator at least one day before the post-teaching conference

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STEP #4: RUBRIC EVALUATOR COLLABORATIVE ASSESSMENT, APPENDIX A

(To be completed by evaluator with the teacher and attached to for #3, Summary of Evidence)

STEP #5, FORM #3: ASSESSMENT SUMMARY
(To be completed by evaluator and teacher and attached to rubric evaluator assessment, Appendix A)

Name of Teacher _____

School _____

Strengths of the Teacher's Practice

Areas for Growth in the Teacher's Practice

We have conducted a conversation and rubric assessment on the above items.

Teacher's signature: _____   Date:

Administrator's signature: _____   Date:

STEP #5: FORM #5, SUMMATIVE ASSESSMENT

(To be completed by the teacher based on cumulative evidence; corrected or corroborated by evaluator)

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of content and pedagogy	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
Evidence				
1b: Demonstrating knowledge of students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
Evidence				
1c: Setting instructional outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
Evidence				

(Summative assessment, continued)

1d: Demonstrating knowledge of resources	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
Evidence				
1e: Designing coherent instruction	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
Evidence				
1f: Designing student assessment	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.
Evidence				

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
Evidence				
2b: Establishing a culture for learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belied in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
Evidence				
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties..	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
Evidence				

(Summative assessment, continued)

2d: Managing student behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
Evidence				
2e: Organizing physical space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
Evidence				

(Summative assessment, continued)

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
Evidence				
3b: Using questioning and discussion techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher' attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
Evidence				
3c: Engaging students in learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
Evidence				

(Summative assessment, continued)

3d: Using Assessment in Instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
Evidence				
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.
Evidence				

(Summative assessment, continued)

Domain Four: Professional Responsibilities

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on Teaching	Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher's reflection accurately assesses the lesson's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.
4b: Maintaining Accurate Records	The information management system on student completion of assignments, student progress in learning and/or non-instructional activities are either absent or in disarray.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to their maintenance and/or interpretation.
4c:Communicating with Families	The educator provides little/no information to families about the instructional program and/or individual students; communication with families is insensitive or inappropriate to the culture of the families and/or makes no attempt to engage families in the instructional program .	The educator provides minimal and/or occasionally insensitive communication/responss to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.

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4d: Participating in a Professional Community	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
4e: Growing and Developing Professionally	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.
4f: Showing Professionalism	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with school/district regulations.	Teacher interactions are characterized by the highest standards of honesty, integrity and confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, and in ensuring full compliance with school/district regulations.

Name of Teacher _____ School _____

Strengths of the Teacher's Practice

Areas for Growth in the Teacher's Practice

We have conducted a conversation on the above items.

Teacher's signature: _____   Date:

Administrator's signature: _____   Date:

Cycle II: Independent Professional Growth

THE INDEPENDENT PROFESSIONAL GROWTH PLAN

Thinking about the FIVE STEPS	Designing the Supported Growth Plan	Reflection on Progress/Date Completed Evidence
Step One: Selecting the component focus • Consider student learning data • Self-assess your overall, typical performance on the Framework rubrics (attached) • Review recent evaluations conducted by your school leader(s) • Ask yourself: What area of my teaching, when grown, could most impact student learning? • Discuss this component with your principal for his/her input	**By October 15, Step One: My component focus is:**	**Step One: Evidence to support my focus component selection:**
Step Two: Describing the levels of performance • What level(s) of performance describe your current teaching in the focus component? Write the level(s) below, along with some evidence that your current level of performance in the target performance is correct? • How is growth in this component expected to impact student learning? • What is the target level of performance in the focus component? Write some key words from that level that describe what you are trying to achieve • What evidence (documents/data) will you collect to show that a) your plan is being implemented and b) your plan is, or is not, succeeding? (Note: you should adjust your plan along the way if it is not succeeding.)	**By October 15, , Step Two: My current level of performance and my target level of performance in the focus component:**	**Step Two: Evidence of current level of performance and evidence that would document target level of performance:**
Step Three: Designing the Steps to Reach the Target LOP • Consider your current level of performance in the focus component and the level you hope to achieve. What steps will help you get there? Write the steps below, along with their approximate dates: • How might colleagues assist you in achieving your goals? What other kinds of support might you need? • How will you know if you achieve the desired level of performance in the Focus Component? • Share your plan with your school leader for suggestions, approval and support	**By November 30, Step Three: The steps of my plan:**	**Step Three: Evidence expected to result from each step of my plan:**
Step Four: Implementation of the plan: • Implement the steps of your plan throughout the school year and collect evidence. • Meet with your school leader a minimum of three times and other times and needed or requested • Examine evidence/progress regularly and discuss with a colleague. • Be willing to ask for help/feedback and to adjust your plan as necessary for success	**December - April, Step Four: Recording the steps of the plan as they are implemented or adjusted (dates):**	**Step Four: Evidence collected during each step of plan completion or adjustment:**
Step Five: Comparing and concluding: • At the conclusion of the plan, examine the collected evidence against the stated target(s). Conclude about the success of your plan. Did you reach the desired level of performance in the Focus Component(s)? Why? Why not? How do you know? • Conduct a self-assessment on the Framework rubrics (attached) • Share and celebrate key learnings	**By May 15, Step Five: Conclusions about my plan:**	**Step Five: Evidence to support conclusions::**

THE FRAMEWORK FOR TEACHING

Domain 1
Planning and Preparation

a. Demonstrating Knowledge of Content and Pedagogy

    Knowledge of Content and the Structure of the Discipline
    Knowledge of Prerequisite Relationships
    Knowledge of Content-Related Pedagogy

b. Demonstrating Knowledge of Students

    Knowledge of Child and Adolescent Development
    Knowledge of the Learning Process
    Knowledge of Students' Skills, Knowledge, and Language Proficiency
    Knowledge of Students' Interests and Cultural Heritage
    Knowledge of Students' Special Needs

c. Selecting Instructional Outcomes

    Value, Sequence, and Alignment
    Clarity
    Balance
    Suitability for Diverse Learners

d. Demonstrating Knowledge of Resources

    Resources for Classroom Use
    Resources to Extend Content Knowledge and Pedagogy
    Resources for Students

e Designing Coherent Instruction

    Learning Activities
    Instructional Materials and Resources
    Instructional Groups
    Lesson and Unit Structure

f. Designing Student Assessment

    Congruence with Instructional Outcomes
    Criteria and Standards
    Design of Formative Assessments

Domain 2
The Classroom Environment

a. Creating an Environment of Respect and Rapport

    Teacher Interaction with Students
    Student Interactions with One Another

b. Establishing a Culture for Learning

    Importance of the Content
    Expectations for Learning and Achievement
    Student Pride in Work

c. Managing Classroom Procedures

    Management of Instructional Groups
    Management of Transitions
    Management of Materials And Supplies
    Performance of Non-Instructional Duties
    Supervision of Volunteers And Paraprofessionals

d. Managing Student Behavior

    Expectations
    Monitoring of Student Behavior
    Response to Student Misbehavior

e. Organizing Physical Space

    Safety and Accessibility
    Arrangement of Furniture and Use of Physical Resources.

Domain 4
Professional Responsibilities

a. Reflecting on Teaching

    Accuracy
    Use in Future Teaching

b. Maintaining Accurate Records

    Student Completion of Assignments
    Student Progress in Learning
    Non-instructional Records

c. Communicating with Families

    Information About the Instructional Program
    Information About Individual Students
    Engagement of Families in the Instructional Program

d. Participating in a Professional Community

    Relationships with Colleagues
      Involvement in a Culture of Professional Inquiry

    Service to the School
    Participation in School and District Projects

e. Growing and Developing Professionally

    Enhancement of Content Knowledge and Pedagogical Skill
    Receptivity to Feedback from Colleagues
    Service to the Profession

f. Demonstrating Professionalism

    Integrity And Ethical Conduct
    Service To Students
    Advocacy
    Decision Making

Domain 3
Instruction

a. Communicating with Students

    Expectations for Learning
    Directions and Procedures
    Explanations of Content
    Use of Oral and Written Language

b. Using Questioning and Discussion Techniques

    Quality of Questions
    Discussion Techniques
    Student Participation

c. Engaging Students in Learning

    Activities and Assignments
    Grouping of Students
    Instructional Materials and Resources
    Structure and Pacing

d. Using Assessment in Instruction

    Assessment Criteria
    Monitoring of Student Learning
    Feedback to Students
    Student Self-Assessment and Monitoring of Progress

e. Demonstrating Flexibility and Responsiveness

    Lesson Adjustment
    Response to Students
    Persistence

THE COMPONENTS OF PROFESSIONAL PRACTICE
Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of content and pedagogy	Teacher's plans and practice display little or no knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b: Demonstrating knowledge of students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
1c: Setting instructional outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
1d: Demonstrating knowledge of resources	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
1e: Designing coherent instruction	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
1f: Designing student assessment	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
2b: Establishing a culture for learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belied in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e: Organizing physical space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
3b: Using questioning and discussion techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher' attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
3c: Engaging students in learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3d: Using Assessment in Instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

Domain 4: Professional Responsibilities

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on Teaching	Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher's reflection accurately assesses the lesson's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement	Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills
4b: Maintaining Accurate Records	The information management system on student completion of assignments, student progress in learning and/or non-instructional activities are either absent or in disarray.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to their maintenance and/or interpretation.
4c:Communicating with Families	The educator provides little/no information to families about the instructional program and/or individual students; communication with families is insensitive or inappropriate to the culture of the families and/or makes no attempt to engage families in the instructional program .	The educator provides minimal and/or occasionally insensitive communication/responss to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.
4d: Participating in a Professional Community	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
4e: Growing and Developing Professionally	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to cntribute to the profession.
4f: Showing Professionalism	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.	Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations.

Intensive Support for At-Risk Teaching Practice

FORM #7: INTENSIVE SUPPORT TEACHING IMPROVEMENT PLAN
Teaching Improvement Plan

To be completed collaboratively by the teacher and evaluator, as indicated below.

Signature of Teacher /Date   Signature of Supervisor/Date

Step 1: (Supervisor) Identification of the specific deficiencies/components of the Framework which are unsatisfactory and in need of improvement: List the components of the Framework where performance is persistently at the unsatisfactory level and attach relevant observation evidence/documents.

Step 2: (Supervisor) Identification of the specific qualities and evidence needed to indicate satisfactory performance in the target components: Refer to the rubrics and articulate specific outcomes that can be measured along with types of evidence to be provided.

Step 3: (Supervisor) Provision of timetable for the required improvement in performance: List the date by which performance outcomes must be achieved, with sub-targets.

Step 4: (Teacher) Design of activities that will move teaching practice toward satisfactory performance in the target components including district formative assessment supports where applicable

Step 5: (Teacher) List of those persons, if any, who will help finalize the design and implementation of the plan and formatively monitor progress. (Colleagues provide formative support, not evaluation).

Step 6: (Teacher) Identification of multiple resources needed to assist the teacher to successfully implement plan

Step 7: (Supervisor) Approval of the plan with or without changes, permission to begin implementation.

Step 8: (Teacher, team members) Implementation of plan, collection of evidence (shared with teacher), frequent feedback

Step 9: (Team) Midpoint progress assessment/sharing of evidence, , adjustment of plan as necessary; continuation of plan/evidence collection and sharing.

Step 10: (Team) Teacher presents assessment of target components on rubric, using accumulated evidence; evaluator of record verifies or corrects. Status is communicated

Intensive Support Teaching Improvement Plan

To be completed by the appropriate individual as indicated in each portion of the plan.

Component(s) (Admin. completes	Summary of Evidence of Unsatisfactory Performance (Admin. Completes)	Remediation Activities (Teacher completes; admin. Reviews/adjusts)	Support Required (Teacher completes)	Dates of Remediation Activities Completed (Teacher completes)	Mid-Plan Performance (Teacher completes for target components; admin. Reviews/adjusts)	End-plan Performance (Admin. Completes)

Intensive Support Plan with Samples

To be completed by the appropriate individual as indicated in each portion of the plan.

Component(s) (Admin. completes	Summary of Evidence of Unsatisfactory Performance (Admin. Completes)	Remediation Activities (Teacher completes; admin. Reviews/adjusts)	Support Required (Teacher completes)	Dates of Remediation Activities Completed (Teacher completes)	Mid-Plan Performance (Teacher completes for target components; admin. Reviews/adjusts)	End-plan Performance (Admin. Completes)
Sample: 2b	*No differentiation for diverse learning needs; expectations are the same for all students*	*Study student data w/ ____;* *Use assessments to design differentiated lessons for students achieving above, at or below standard.* *Use assessments to track concept learning; group and differentiate lessons based on concept acquisition.*	*Teacher colleague to help study assessments and design differentiated lesson*	*With Ms. ____, 2.06.08; 2.10.08; With Mr. _____, 2.21.08; 2.28.08* *3.14.08 (10 plans attached)* *With Ms. ____; 4 tests, 5 quizzes, 4 exit ticket summaries attached to lesson plans based on them.*	*Rubric component 2b attached. Related components highlighted, also.*	*Rubric attached.*

APPENDIX A: The Rubrics

Teacher Self-assessment____ Evaluator Assessment_____

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of content and pedagogy	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b: Demonstrating knowledge of students	Teacher demonstrates little or no knowledge of students' backgrunds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
1c: Setting instructional outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
1d: Demonstrating knowledge of resources	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
1e: Designing coherent instruction	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
1f: Designing student assessment	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. Assessment results not used in planing	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

Domain 2: The Classroom Environment

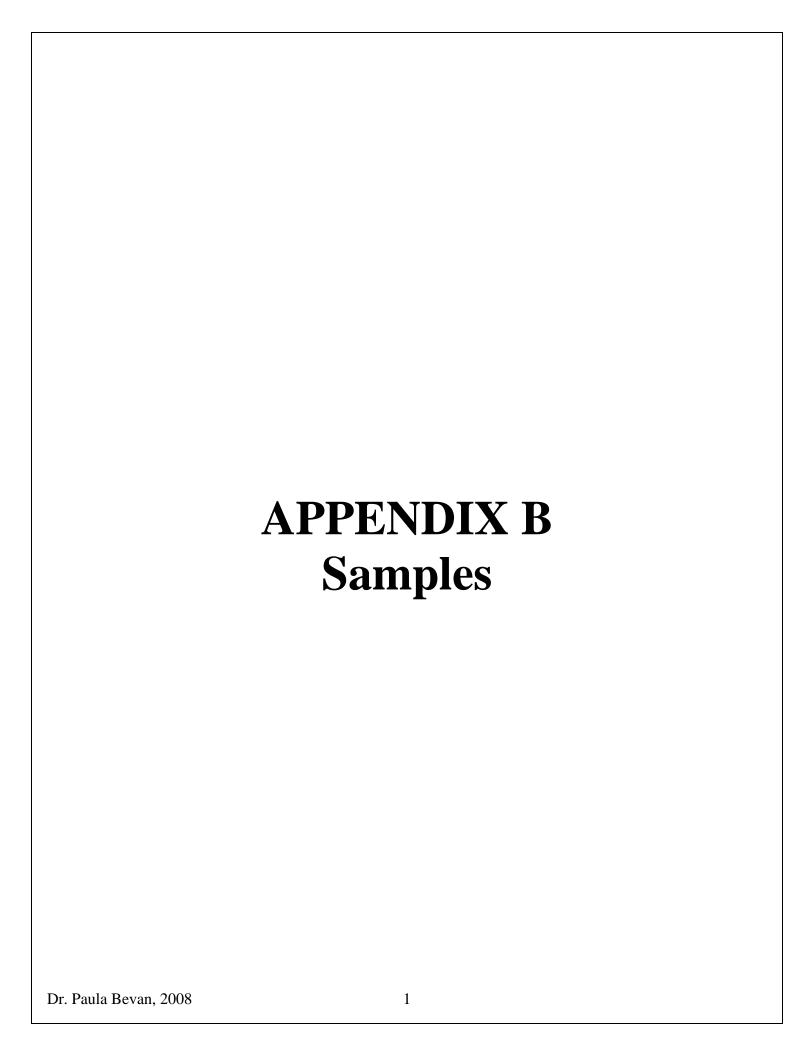| Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
2b: Establishing a culture for learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belied in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e: Organizing physical space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
3b: Using questioning and discussion techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher' attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
3c: Engaging students in learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure
3d: Using Assessment in Instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

Domain 4: Professional Responsibilities

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on Teaching	Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher's reflection accurately assesses the lesson's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.
4b: Maintaining Accurate Records	The information management system on student completion of assignments, student progress in learning and/or non-instructional activities are either absent or in disarray.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to their maintenance and/or interpretation.
4c:Communicating with Families	The educator provides little/no culturally-appropriate information to families about the instructional program, student progress or responses to family concerns. Families are not engaged in the instructional program.	The educator provides minimal and/or occasionally insensitive communication/response to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.
4d: Participating in a Professional Community	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
4e: Growing and Developing Professionally	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.
4f: Showing Professionalism	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.	Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations.

APPENDIX B
Samples

<u>STEP #1</u>: FORM #1, LESSON PLAN/SAMPLE 1

DOMAIN 1	DOMAIN 4: List any evidence for D4 that relates to the lesson being taught
1a. Demonstrating Knowledge of Content and Pedagogy: What is the content to be taught? What prerequisite learning is required? "This is a unit on exploration. We have studied the explorers of the Middle Ages so far, and today students will be learning about what motivates exploration. Students need to have already learned about the explorers of the period, which they have done over the past two weeks**."**	4a. Reflecting on Teaching
1b. Demonstrating Knowledge of Students: How will you modify this lesson for groups or individual students? "This is a typical heterogeneous class of 7th graders. I have nearly twice as many boys as girls in this class and several poor readers. For this reason, I have balanced the cooperative learning groups by reading ability."	4b. Maintaining Accurate Records My grade book reveals how I record and track student progress , and lists the types of assessments used.
1c. Selecting Instructional Outcomes: What do you want students to learn during this lesson? "Students will be able to articulate the various motivations for exploration in the Middle Ages and compare those to the motivations for space exploration in the modern era. I will know students met this objective when I review the two worksheets they will complete in class."	4c. Communicating with Families
1d. Demonstrating Knowledge of Resources: What resources were considered for this lesson and rejected? Why? What resources will be used? Why? "I considered showing students a video about explorers of the Middle Ages, but I reconsidered using this resource, given that we have studied this topic fairly extensively. I thought it would be more helpful for students to see a film clip of the Apollo 13 flight, to stimulate their thinking about contemporary exploration. I also considered bringing in actual artifacts, but the logistics of this were complicated, so I settled for pictures of them."	4d. Participating in a Professional Community All the grade level social studies teachers meet together once a month for collaborative unit planning. This lesson is a result of such planning.
1e.Designing Coherent Instruction: List very briefly the steps of the lesson 1. View film clip/Apollo 13 and elicit motivations for space flight. Record these on board. 2. View, sketch artifacts. Read article, summarize, share w/group 3. Elicit motivations as indicated by artifacts, write on board 4. Compare lists of contemporary/Middle Ages motivations 5. Generalize motivations then and now	4e. Growing and Developing Professionally
1f: Designing Student Assessments: How will you measure the goals articulated in 1c? What does success look like? "I will collect the 2 worksheets from each student and mark them. A grade of 75% or better will equal success. For students who score below that, I will have my para-professional work with these students in a small group; I have a reading selection from a 5th grade Social Studies text that covers the desired information in a much simpler format, so students can read and discuss this with the para."	4f: Showing Professionalism

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<u>STEP #1</u>: FORM #1, LESSON PLAN/SAMPLE 2

DOMAIN 1	DOMAIN 4: List any evidence for D4 that relates to the lesson being taught
1a. Demonstrating Knowledge of Content and Pedagogy: What is the content to be taught? What prerequisite learning is required? Mendel – history of inheritance; the rules of genetics	4a. Reflecting on Teaching
1b. Demonstrating Knowledge of Students: How will you modify this lesson for groups or individual students? I will share about my husband's adoptive history so any adopted kids in my class will feel safe when we discuss inheritance.	4b. Maintaining Accurate Records
1c. Selecting Instructional Outcomes: What do you want students to learn during this lesson? They will learn: • How geneticists study inheritance • The rules of inheritance: alleles • The difference between phenotype and genotype • The nature of homozygous and heterozygous traits	4c. Communicating with Families Sent letter home to families explaining the unit, and describing the inheritance discussion and especially the "mating"/ "dropping your genes" activity. Invited all parents to be present for any and all lessons.
1d. Demonstrating Knowledge of Resources: What resources were considered for this lesson and rejected? Why? What resources will be used? Why? Considered a documentary film about Gregor Mendel; rejected it when I couldn't find a clip I thought was worth the time.	4d. Participating in a Professional Community
1e.Designing Coherent Instruction: List very briefly the steps of the lesson 1. Articulate personal inherited traits (warm-up) 2. Pair/share traits 3. Review HW: overhead big ideas 4. Decide personal genotype, 6 traits 5. "Mate" HW: Prepare birth certificate	4e. Growing and Developing Professionally Read several articles on the human genome to strengthen my content knowledge
1f: Designing Student Assessments: How will you measure the goals articulated in 1c? What does success look like?	4f: Showing Professionalism

STEP #3: FORM #3, TEACHER SELF-ASSESSMENT/SAMPLE

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of content and pedagogy	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b: Demonstrating knowledge of students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
1c: Setting instructional outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
1d: Demonstrating knowledge of resources	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
1e: Designing coherent instruction	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
1f: Designing student assessment	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

	have minimal impact on the design of future instruction.			

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
2b: Establishing a culture for learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belied in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e: Organizing physical space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
3b: Using questioning and discussion techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher' attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
3c: Engaging students in learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3d: Using Assessment in Instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

Domain 4: Professional Responsibilities

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on Teaching	Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher's reflection accurately assesses the lesson's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.
4b: Maintaining Accurate Records	The information management system on student completion of assignments, student progress in learning and/or non-instructional activities are either absent or in disarray.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to their maintenance and/or interpretation.
4c:Communicating with Families	The educator provides little/no information to families about the instructional program and/or individual students; communication with families is insensitive or inappropriate to the culture of the families and/or makes no attempt to engage families in the instructional program .	The educator provides minimal and/or occasionally insensitive communication/response to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.
4d: Participating in a Professional Community	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
4e: Growing and Developing Professionally	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.
4f: Showing Professionalism	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with school/district regulations.	Teacher interactions are characterized by the highest standards of honesty, integrity and confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, and in ensuring full compliance/all regs.