

2012

Peoria Heights Community
Unit School District #325

[PEORIA HEIGHTS CUSD#325 TEACHER EVALUATION PLAN]

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Agreement

Teacher Performance Evaluation Plan
[Performance Evaluation Reform Act (PERA), Senate Bill 324, Public Act 96-0861, January 2010]

The Teacher Evaluation Plan was developed through the cooperative efforts of the Teachers and Administrators of Peoria Heights Community Unit School District #325. Evaluation Committee members are listed below:

Administrators

Roger Bergia
Eric Heath
Gene Beltz
Dave Carroll

Teachers

Leslie Hymbaugh
Patricia Hasenstein
Jill Hayes
Ellen Tallon

President, Board of Education
Date _____

President, PHEA
Date _____

Teacher Evaluation Cycle

Tenured Teachers

1. Evaluation every 2 years
2. If the faculty member earns an unsatisfactory or needs improvement rating, then they will be evaluated the following year

Non-tenured Teachers

1. Evaluation is every year until tenured

Professional Growth Plans will be aligned to areas of the rubric in which the faculty member earns an unsatisfactory or needs improvement rating.

Teacher Evaluation Timeline

1. Teacher submits Professional Growth Plan by October 1.
2. Administration returns approved plan by October 31.
3. Formal observations and evaluations administered November- February
4. Professional Growth Annual Summary Form completed by May 1.

Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>1a: Demonstrating Knowledge of content and pedagogy</i>	<p>Teacher's plan and practice:</p> <ul style="list-style-type: none"> Includes content errors Displays little understanding of prerequisite relationships Displays little/no understanding of pedagogical approaches Does not include corrections for student errors 	<p>Teacher's plan and practice:</p> <ul style="list-style-type: none"> Indicates some awareness of important concepts but lack awareness of how concepts relate to each other Indicates some awareness of prerequisite relationships Reflects a limited range of pedagogical approaches 	<p>Teacher's plan and practice:</p> <ul style="list-style-type: none"> Displays solid knowledge of important concepts Reflects accurate understanding of prerequisite relationships Reflects familiarity with a wide range of effective pedagogical approaches 	<p>Teacher's plan and practice:</p> <ul style="list-style-type: none"> Displays extensive knowledge of important concepts Reflects understanding of prerequisite relationships and the link to necessary cognitive structures to ensure student understanding Reflects familiarity with a wide range of effective pedagogical approaches while anticipating student misconceptions
<i>1b: Demonstrating knowledge of students</i>	<p>Teacher demonstrates:</p> <ul style="list-style-type: none"> Little/no understanding of how students learn Little knowledge of students' backgrounds, cultures, skills, interests, special need, and language proficiency No desire to seek understanding of students 	<p>Teacher demonstrates:</p> <ul style="list-style-type: none"> Understanding of the importance of how students learn Understanding of the importance of the students' backgrounds, cultures, skills, language proficiency, interests, and special needs Knowledge of the class as a whole. 	<p>Teacher demonstrates:</p> <ul style="list-style-type: none"> Understanding of the active nature of student learning, Attainment of information about levels of development for groups of students. Purposeful seeking of knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs Knowledge for groups of students. 	<p>Teacher demonstrates:</p> <ul style="list-style-type: none"> Actively seeking knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. Knowledge is acquired for individual students.
<i>1c: Setting instructional outcomes</i>	<p>Teacher sets outcomes:</p> <ul style="list-style-type: none"> With low expectations for students and lack of rigor Which do not reflect important learning in the discipline Which are stated as activities, rather than as student learning Which reflect only one type of learning Which reflect only one discipline or strand, and are suitable for only some students 	<p>Teacher sets outcomes:</p> <ul style="list-style-type: none"> With moderately high expectations and rigor Which reflect some important learning in the discipline Which consist of a combination of outcomes and activities Which reflect several types of learning with little/no attempt at coordination or integration Which are suitable for most of the students in the class based on global assessments of student learning 	<p>Teacher sets outcomes:</p> <ul style="list-style-type: none"> Which represent rigorous and important learning in the discipline Which are clear, written in the form of student learning, and suggest viable methods of assessment. Which reflect several different types of learning and opportunities for coordination and integration Which take into account the varying needs of groups of students 	<p>Teacher sets outcomes:</p> <ul style="list-style-type: none"> Which represent rigorous and important learning in the discipline Which are clear, written in the form of student learning, and permit viable methods of assessment. Which reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration Which take into account the varying needs of individual students

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p><i>1d: Demonstrating knowledge of resources</i></p>	<p>Teacher demonstrates:</p> <ul style="list-style-type: none"> Lack of knowledge of resources for the classroom Lack of awareness of resources to expand one's own knowledge Lack of awareness of resources for students available through the school or district. 	<p>Teacher demonstrates:</p> <ul style="list-style-type: none"> Basic awareness of resources available for classroom use Basic awareness of resources for expanding one's own knowledge Basic awareness of resources for students through the school but not more broadly. 	<p>Teacher demonstrates:</p> <ul style="list-style-type: none"> Awareness of resources available for classroom use Awareness of resources for expanding one's own knowledge Awareness of resources for students through the school or district and external to the school and on the Internet. 	<p>Teacher demonstrates:</p> <ul style="list-style-type: none"> Knowledge of resources for classroom use Knowledge of resources for expanding one's own knowledge Knowledge of resources for students is extensive, including those available through the school or district, in the community, through professional organizations, universities, and on the Internet.
<p><i>1e: Designing coherent instruction</i></p>	<p>Teacher designs instruction:</p> <ul style="list-style-type: none"> Which is poorly aligned with the instructional outcomes and does not represent a coherent structure With activities that are not designed to engage students in active intellectual activity and have unrealistic time allocations. With groups that do not support the instructional outcomes and offer no variety. 	<p>Teacher designs instruction:</p> <ul style="list-style-type: none"> With some of the learning activities and materials suitable to the instructional outcomes, and represent a moderate cognitive challenge With no differentiation for different students. With groups that partially support the instructional outcomes, with an effort at providing some variety. With the lesson or unit having a recognizable structure; the progression of activities is uneven, with most time allocations reasonable. 	<p>Teacher designs instruction:</p> <ul style="list-style-type: none"> Which coordinates knowledge of content, of students, and of resources Which design a series of learning experiences aligned to instructional outcomes and suitable to groups of students With learning activities having reasonable time allocations Which represent significant cognitive challenge, with some differentiation for different groups of students With the lesson or unit having a clear structure with appropriate and varied use of instructional groups. 	<p>Teacher designs instruction:</p> <ul style="list-style-type: none"> Which represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology) Which result in a series of learning activities designed to engage students in high-level cognitive activity Which are differentiated, as appropriate, for individual learners With groups that are varied as appropriate, with some opportunity for student choice. With the lesson's/ unit's structure being clear and allowing for different pathways according to diverse student needs.
<p><i>1f: Designing student assessment</i></p>	<p>Teacher designs student assessment:</p> <ul style="list-style-type: none"> Procedures that are not congruent with instructional outcomes With the proposed approach containing no criteria or standards Which has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction 	<p>Teacher designs student assessment:</p> <ul style="list-style-type: none"> With some of the instructional outcomes assessed through the proposed approach, but others are not. With criteria and standards that have been developed, but they are not clear. With a rudimentary approach to the use of formative assessment, including only some of the instructional outcomes. With the intention to use assessment results to plan for future instruction for the class as a whole. 	<p>Teacher designs student assessment:</p> <ul style="list-style-type: none"> Which is aligned with the instructional outcomes; With methodologies that may have been adapted for groups of students. With clear criteria and standards That has a well-developed strategy for using formative assessment and has designed particular approaches to be used With the intention to use assessment results to plan for future instruction for groups of students. 	<p>Teacher designs student assessment:</p> <ul style="list-style-type: none"> Which is fully aligned with the instructional outcomes With clear criteria and standards that show evidence of student contribution to their development. With methodologies that have been adapted for individual students, as needed. That is well designed and includes student as well as teacher use of the assessment information. With the intention to use assessment results to plan future instruction for individual students.

Domain 2: The Classroom Environment

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>2a: <i>Creating an environment of respect and rapport</i></p>	<p>Classroom interactions:</p> <ul style="list-style-type: none"> Both between the teacher and students and among students are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Are characterized by sarcasm, putdowns, or conflict. Teacher does not deal with disrespectful behavior. 	<p>Classroom interactions:</p> <ul style="list-style-type: none"> Both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Between students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict. 	<p>Classroom interactions:</p> <ul style="list-style-type: none"> Are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal. 	<p>Classroom interactions:</p> <ul style="list-style-type: none"> Among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals
<p>2b: <i>Establishing a culture for learning</i></p>	<p>The classroom culture:</p> <ul style="list-style-type: none"> Is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students. 	<p>The classroom culture:</p> <ul style="list-style-type: none"> Is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject. 	<p>The classroom culture:</p> <ul style="list-style-type: none"> Is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work. 	<p>The classroom culture:</p> <ul style="list-style-type: none"> Is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work Students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
<p>2c: <i>Managing classroom procedures</i></p>	<p>Instructional time:</p> <ul style="list-style-type: none"> Is lost due to inefficient classroom routines and procedures. Little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. Little evidence that students know or follow established routines. 	<p>Instructional time:</p> <ul style="list-style-type: none"> Is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines. 	<p>Instructional time:</p> <ul style="list-style-type: none"> Is rarely lost due to effective classroom routines and procedures The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines. 	<p>Instructional time:</p> <ul style="list-style-type: none"> Is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>2d: <i>Managing student behavior</i></p>	<p>Student behaviors:</p> <ul style="list-style-type: none"> • Appear to have no established standards of conduct, and little or no teacher monitoring of student behavior. • Challenge the standards of conduct. • That are inappropriate have responses that are repressive, or disrespectful of student dignity. 	<p>Student behaviors:</p> <ul style="list-style-type: none"> • Appear to have established conduct expectations, but their implementation is inconsistent. • Are monitored with uneven results • Have inconsistent implementation of the standards of conduct. 	<p>Student behaviors:</p> <ul style="list-style-type: none"> • Are generally appropriate. • Are monitored against established standards of conduct. • Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective. 	<p>Student behaviors:</p> <ul style="list-style-type: none"> • Are entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. • Teachers' monitoring of student behavior is subtle and preventive. • Teacher's response to student misbehavior is sensitive to individual student needs and respects students
<p>2e: <i>Organizing physical space within the teacher's control</i></p>	<p>Classroom:</p> <ul style="list-style-type: none"> • Is unsafe, or many students don't have access to learning. • Demonstrates poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities. 	<p>Classroom:</p> <ul style="list-style-type: none"> • Is safe, and essential learning is accessible to most students, • Use of physical resources by the teacher, including computer technology, is moderately effective. • May be modified by the teacher so the physical arrangement suits learning activities, with partial success. 	<p>Classroom:</p> <ul style="list-style-type: none"> • Is safe, and learning is accessible to all students; • Use of the physical arrangement is appropriate to the learning activities. • Use of physical resources is effective, including computer technology. 	<p>Classroom:</p> <ul style="list-style-type: none"> • Is safe, and learning is accessible to all students including those with special needs. • Makes effective use of physical resources, including computer technology. • Use of the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

Domain 3: Instruction

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>3a: <i>Communicating with students</i></p>	<p>Teacher's:</p> <ul style="list-style-type: none"> Communication of the instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Explanation of the content contains major errors. Spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. 	<p>Teacher's</p> <ul style="list-style-type: none"> Attempt to explain the instructional purpose has only limited success Directions and procedures must be clarified after initial student confusion. Explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Explanation consists of a monologue, with no invitation to the students for intellectual engagement. Spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds. 	<p>Teacher's:</p> <ul style="list-style-type: none"> Communication is clear with the instructional purpose of the lesson communicated to students, including where it is situated within broader learning Directions and procedures are explained clearly. Explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests. 	<p>Teacher's:</p> <ul style="list-style-type: none"> Communication links the instructional purpose of the lesson to student interests; Directions and procedures are clear and anticipate possible student misunderstanding. Explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
<p>3b: <i>Using questioning and discussion techniques</i></p>	<p>Teacher's questions & discussion techniques:</p> <ul style="list-style-type: none"> Are of low cognitive challenge, single correct responses, and asked in rapid succession. Between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion. 	<p>Teacher's questions & discussion techniques:</p> <ul style="list-style-type: none"> Lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results. 	<p>Teacher's questions & discussion techniques:</p> <ul style="list-style-type: none"> May use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. 	<p>Teacher's questions & discussion techniques:</p> <ul style="list-style-type: none"> Uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p><i>3c: Engaging students in learning</i></p>	<p>Learning:</p> <ul style="list-style-type: none"> • Tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. • Pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested. 	<p>Learning:</p> <ul style="list-style-type: none"> • Tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. • Pace of the lesson may not provide students the time needed to be intellectually engaged. 	<p>Learning:</p> <ul style="list-style-type: none"> • Tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. • Pace of the lesson is appropriate, providing most students the time needed to be intellectually engaged. 	<p>Learning:</p> <ul style="list-style-type: none"> • Has all students intellectually engaged in challenging content, through well designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. • there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. • Pace of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
<p><i>3d: Using Assessment in Instruction</i></p>	<p>Teacher's Assessment:</p> <ul style="list-style-type: none"> • Is little or nonexistent and does not monitor student learning • Feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. 	<p>Teacher's Assessment:</p> <ul style="list-style-type: none"> • Is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. • Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. • Are rarely used to diagnose evidence of learning. 	<p>Teacher's Assessment:</p> <ul style="list-style-type: none"> • Is regularly used during instruction, through monitoring of progress of learning by teacher and/or students • Results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. • Are used to diagnose evidence of learning. 	<p>Teacher's Assessment :</p> <ul style="list-style-type: none"> • Is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. • Feedback is varied, from both the teacher and peers, is accurate, specific, and advances learning. • Are used regularly to diagnose evidence of learning by individual students.
<p><i>3e: Demonstrating flexibility and responsiveness</i></p>	<p>Teacher:</p> <ul style="list-style-type: none"> • Adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. • Ignores student questions; when students experience difficulty, the teacher blames the students or their home environment. 	<p>Teacher:</p> <ul style="list-style-type: none"> • Attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. • Accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon. 	<p>Teacher:</p> <ul style="list-style-type: none"> • Promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. • Persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies. 	<p>Teacher:</p> <ul style="list-style-type: none"> • Seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student understandings. • Persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: <i>Reflecting on teaching</i>	<p>Teacher reflection:</p> <ul style="list-style-type: none"> Does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Has no suggestions for how a lesson could be improved. 	<p>Teacher reflection:</p> <ul style="list-style-type: none"> Has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Makes general suggestions about how a lesson could be improved. 	<p>Teacher reflection:</p> <ul style="list-style-type: none"> Is an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Makes a few specific suggestions of what could be tried another time the lesson is taught. 	<p>Teacher reflection:</p> <ul style="list-style-type: none"> Is a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Draws on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b: <i>Maintaining accurate records</i>	<p>Teacher's record keeping:</p> <ul style="list-style-type: none"> System for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. For non-instructional activities are in disarray, resulting in errors and confusion. 	<p>Teacher's record keeping:</p> <ul style="list-style-type: none"> System for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. For noninstructional activities are adequate, but require frequent monitoring to avoid errors. 	<p>Teacher's record keeping:</p> <ul style="list-style-type: none"> System for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. 	<p>Teacher's record keeping:</p> <ul style="list-style-type: none"> System for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Have students contribute information and participate in maintaining the records.
4c: <i>Communicating with families</i>	<p>Teacher communication:</p> <ul style="list-style-type: none"> With families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Makes no attempt to engage families in the instructional program. 	<p>Teacher communication:</p> <ul style="list-style-type: none"> Is sporadic with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families. 	<p>Teacher communication:</p> <ul style="list-style-type: none"> Is frequent with families about the instructional program and conveys information about individual student progress. Attempts to engage families in the instructional program; as appropriate information to families is conveyed in a culturally appropriate manner. 	<p>Teacher's communication:</p> <ul style="list-style-type: none"> With families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Efforts to engage families in the instructional program are frequent and successful.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p><i>4d: Participating in a professional learning community</i></p>	<p>Teacher participates:</p> <ul style="list-style-type: none"> In relationships with colleagues that are negative or self-serving. With resistance to a professional culture of inquiry and opportunities to become involved. In school events or school and district projects is nonexistent 	<p>Teacher participates:</p> <ul style="list-style-type: none"> In cordial relationships with colleagues helps to fulfill duties that the school or district requires. In the school's culture of professional inquiry when invited to do so. In school events and school and district projects when specifically asked. 	<p>Teacher participates:</p> <ul style="list-style-type: none"> In relationships with colleagues that are characterized by mutual support and cooperation; Actively in a culture of professional inquiry. Voluntarily in school events and in school and district projects, making a substantial contribution. 	<p>Teacher participates:</p> <ul style="list-style-type: none"> In relationships with colleagues that are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. In leadership role in promoting a culture of professional inquiry. Voluntarily in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
<p><i>4e: Growing and developing professionally</i></p>	<p>Teacher seeks:</p> <ul style="list-style-type: none"> No professional development activities to enhance knowledge or skill. Feedback on teaching performance from either supervisors or more experienced colleagues with resistance. To not share knowledge with others or to assume professional responsibilities. 	<p>Teacher seeks:</p> <ul style="list-style-type: none"> To participate in professional activities to a limited extent when they are convenient. feedback on teaching performance from both supervisors and professional colleagues- with reluctance Limited ways to contribute to the profession 	<p>Teacher seeks:</p> <ul style="list-style-type: none"> Opportunities for professional development to enhance content knowledge and pedagogical skill. Feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. To participate actively in assisting other educators 	<p>Teacher seeks:</p> <ul style="list-style-type: none"> Opportunities for professional development and makes a systematic effort to conduct action research. Feedback on teaching from both supervisors and colleagues. To initiate important activities to contribute to the profession.
<p><i>4f: Demonstrating professionalism</i></p>	<p>Teacher demonstrates</p> <ul style="list-style-type: none"> Dishonesty in interactions with colleagues, students, and the public. Unawareness of students' needs and contributes to school practices that result in some students being ill served by the school. Decision making and recommendations based on self-serving interests. Teacher does not comply with school and district regulations 	<p>Teacher demonstrates:</p> <ul style="list-style-type: none"> Honesty in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and do not knowingly contribute to some students being ill served by the school. Decisions and recommendations that are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by. 	<p>Teacher demonstrates:</p> <ul style="list-style-type: none"> High standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Active service for students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations. 	<p>Teacher demonstrates:</p> <ul style="list-style-type: none"> The highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Proactive service for students, seeking out resources when needed. A concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. A leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Domain 1:	Planning and Preparation
<p>1a: <i>Demonstrating Knowledge of Content and Pedagogy</i></p>	<p>In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline, and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.</p> <p>The elements of component 1a are:</p> <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline <i>Every discipline has a dominant structure, with smaller components or strands, central concepts and skills</i> • Knowledge of prerequisite relationships <i>Some disciplines, for example mathematics, have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.</i> • Knowledge of content-related pedagogy <i>Different disciplines have "signature pedagogies" that have evolved over time and found to be most effective in teaching.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Lesson and unit plans that reflect important concepts in the discipline • Lesson and unit plans that accommodate prerequisite relationships among concepts and skills • Clear and accurate classroom explanations • Accurate answers to student questions • Feedback to students that furthers learning • Inter-disciplinary connections in plans and practice

Domain 1:	Planning and Preparation
<p><i>1b: Demonstrating Knowledge of Students</i></p>	<p>Teachers don't teach content in the abstract; they teach it to <i>students</i>. In order to ensure student learning, therefore, teachers must not only know their content and its related pedagogy, but the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed: namely that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school, lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs must be considered when planning lessons and identifying resources that will ensure their understanding.</p> <p>The elements of component 1b are:</p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interest and cultural heritage • Knowledge of students' special needs <p>Indicators include:</p> <ul style="list-style-type: none"> • Teacher gathers formal and informal information about students for use in planning instruction • Teacher learns student interests and needs for use in planning • Teacher participation in community cultural events • Teacher-designed opportunities for families to share heritage • Database of students with special needs <p style="text-align: right;"> <i>Children learn differently at different stages of their lives Learning requires active intellectual engagement Children's lives beyond school influence their learning Children's backgrounds influence their learning Children do not all develop in a typical fashion</i> </p>

Domain 1:	Planning and Preparation
<p>1c: <i>Setting Instructional Outcomes</i></p>	<p>Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes do not describe what students will <i>do</i>, but what they will <i>learn</i>. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1.</p> <p>Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only for students to learn to read, but educators also hope that they will <i>like</i> to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines.</p> <p>The elements of component 1c are:</p> <ul style="list-style-type: none"> • Value, sequence, and alignment <i>Students must be able to build their understanding of important ideas from concept to concept</i> • Clarity <i>Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment</i> • Balance <i>Outcomes should reflect different types of learning: such as knowledge, conceptual understanding, and thinking skills</i> • Suitability for diverse students <i>Outcomes must be appropriate for all students in the class</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Outcomes of a challenging cognitive level • Statements of student learning, not student activity • Outcomes central to the discipline and related to those in other disciplines • Permit assessment of student attainment • Differentiated for students of varied ability

Domain 1:	Planning and Preparation
<p>1d: <i>Demonstrating Knowledge of Resource</i></p>	<p>Student learning is enhanced by a teacher’s skillful use of resources; some of these are provided by the school as “official” materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide noninstructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and which will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can access the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and non-academic lives.</p> <p>The elements of component 1d are:</p> <ul style="list-style-type: none"> • Resources for classroom use <i>Materials that align with learning outcomes</i> • Resources to extend content knowledge and pedagogy <i>Those that can further teachers’ professional knowledge</i> • Resources for students: <i>Materials that are appropriately challenging</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • District provided materials • Range of texts • Guest speakers • Internet resources • Materials provided by professional organizations • Teacher continuing professional education courses or professional groups • Community resources

Domain 1:	Planning and Preparation
<p>1e: <i>Designing Coherent Instruction</i></p>	<p>Designing coherent instruction is the heart of planning, reflecting the teacher’s knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in Domain 3.</p> <p>The elements of component 1e are:</p> <ul style="list-style-type: none"> • Learning activities <i>Instruction designed to engage students and advance them through the content</i> • Instructional materials and resources <i>Appropriate to the learning needs of the students</i> • Instructional groups <i>Intentionally organized to support student learning</i> • Lesson and unit structure <i>Clear and sequenced to advance students’ learning</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Lessons that support instructional outcomes and reflect important concepts • Instructional maps that indicate relationships to prior learning • Activities that represent high-level thinking • Opportunities for student choice • The use of varied resources • Thoughtfully planned learning groups • Structured lesson plan

Domain 1:	Planning and Preparation
<p>1f: <i>Designing Student Assessments</i></p>	<p>Good teaching requires both assessment <i>of</i> learning and assessment <i>for</i> learning. Assessments <i>of</i> learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, different methods are needed to assess reasoning skills than for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment <i>for</i> learning enables a teacher to incorporate assessments directly into the instructional process, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress towards the understanding the learning outcomes.</p> <p>The elements of component 1e are:</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes <i>Assessments must match learning expectations</i> • Criteria and standards <i>Expectations must be clearly defined</i> • Design of formative assessments <i>Assessments for learning must be planned as part of the instructional process</i> • Use for planning <i>Results of assessment guide future planning</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Lesson plans indicate correspondence between assessments and instructional outcomes • Assessment types are suitable to the style of outcome • Variety of performance opportunities for students • Modified assessments are available for individual students as needed • Expectations clearly written with descriptors for each level of performance • Formative assessments are designed to inform minute-to-minute decision-making by the teacher during instruction

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

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

Domain 2	The Classroom Environment
<p>2c: <i>Managing classroom procedures</i></p>	<p>A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class “runs itself.”</p> <p>Elements of Component 2c are:</p> <ul style="list-style-type: none"> • Management of instructional groups <i>Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher</i> • Management of transitions <i>Many lessons engage students in different types of activities – large group, small group, independent work. It’s important that little time is lost as students move from one activity to another; students know the “drill” and execute it seamlessly</i> • Management of materials and supplies <i>Experienced teachers have all necessary materials to hand, and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction</i> • Performance of non-instructional duties <i>Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Smooth functioning of all routines • Little or no loss of instructional time • Students playing an important role in carrying out the routines • Students know what to do, where to move

Domain 2	The Classroom Environment
<p>2d: <i>Managing Student Behavior</i></p>	<p>In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do, and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.</p> <p>Elements of Component 2d are:</p> <ul style="list-style-type: none"> • Expectations <i>It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented</i> • Monitoring of student behavior <i>Experienced teachers seem to have eyes “in the backs of their heads;” they are attuned to what’s happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which makes it challenging to observe</i> • Response to student misbehavior <i>Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher’s skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? Are they trying to impress their friends?) and respond in such a way that they respect the dignity of the student. The best responses are those that address misbehavior early in an episode, although this is not always possible.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Clear standards of conduct, possibly posted, and possibly referred to during a lesson • Absence of acrimony between teacher and students concerning behavior • Teacher awareness of student conduct • Preventive action when needed by the teacher • Fairness • Absence of misbehavior • Reinforcement of positive behavior

Domain 2	The Classroom Environment
<p>2e: <i>Organizing physical space within the teacher's control</i></p>	<p>The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so they can participate actively. Both the teacher and students make effective use of computer (and other) technology.</p> <p>Elements of this component are:</p> <ul style="list-style-type: none"> • Safety and accessibility <i>Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources.</i> • Arrangement of furniture and use of physical resources. <i>Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these are skillfully used students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the physical environment.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Pleasant, inviting atmosphere • Safe environment • Accessibility for all students • Furniture arrangement suitable for the learning activities • Effective use of physical resources, including computer technology, by both teacher and students

Domain 3	Instruction
<p>3a: <i>Communicating with students</i></p>	<p>Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so students know what it is that they are to do. When they present concepts and information, those presentations are made with accuracy, clarity and imagination; where appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding. And the teacher's use of language is vivid, rich, and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. Teacher presents complex concepts in ways that provide scaffolding and access to students.</p> <p>Elements of Component 3a are:</p> <ul style="list-style-type: none"> • Expectations for learning <i>The goals for learning are communicated clearly to students. Even if not conveyed at the outset of a lesson (for example, an inquiry lesson in science) by the end of the lesson students are clear about what they have been learning.</i> • Directions for activities <i>Students are clear about what they are expected to do during a lesson, particularly if students are working independently or with classmates without direct teacher supervision. These directions for the lesson activities may be provided orally, in writing, or in some combination of the two.</i> • Explanations of content <i>Skilled teachers, when explaining concepts to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions.</i> • Use of oral and written language <i>For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Clarity of lesson purpose • Clear directions and procedures specific to the lesson activities • Absence of content errors and clear explanations of concepts • Students understand the content • Correct and imaginative use of language

Domain 3	Instruction
<p><i>3b: Using questioning / prompts and discussion</i></p>	<p>Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this reflects their central importance to teachers' practice. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. They may be based around questions formulated by the students themselves. Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, in lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do this. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.</p> <p>Elements of component 3b are:</p> <ul style="list-style-type: none"> • Quality of questions/prompts <i>Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and they provide students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This may be helpful for the purpose of establishing the facts of an historical event, for example, but they should not be confused with the use of questioning to deepen students' understanding.</i> • Discussion techniques <i>Effective teachers promote learning through discussion. Some teachers report that "we discussed x" when what they mean is that "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion, a teacher poses a question, and invites all students' views to be heard, and enabling students to engage in discussion directly with one another, not always mediated by the teacher.</i> • Student participation <i>In some classes a few students tend to dominate the discussion, other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion, and enlist the assistance of students to ensure this outcome.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Questions of high cognitive challenge, formulated by both students and teacher • Questions with multiple correct answers, or multiple approaches even when there is a single correct response • Effective use of student responses and ideas • Discussion with the teacher stepping out of the central, mediating role • High levels of student participation in discussion

Domain 3	Instruction
<p>3c: <i>Engaging students in learning</i></p>	<p>Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement. A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, there is closure to the lesson, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet, or performing a rote procedure, they are unlikely to be cognitively engaged. In observing a lesson, it is essential not only to watch the teacher, but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.</p> <p>Elements of Component 3c are:</p> <ul style="list-style-type: none"> • Activities and assignments <i>The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are aligned with the goals of the lesson, and require student thinking that emphasizes depth over breadth, and that may allow students to exercise some choice.</i> • Grouping of students <i>How students are grouped for instruction is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.</i> • Instructional materials and resources <i>The instructional materials a teacher selects to use in the classroom can have an enormous impact on students’ experience. While some teachers are obliged to use a school or district’s officially sanctioned materials, many teacher use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning, for example, the use of primary source materials in social studies.</i> • Structure and pacing <i>No one, whether adults or students, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Activities aligned with the goals of the lesson • Student enthusiasm, interest, thinking, problem-solving, etc • Learning tasks that require high-level student thinking and are aligned with lesson objectives • Students highly motivated to work on all tasks and are persistent even when the tasks are challenging • Students actively “working,” rather than watching while their teacher “works.” • Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection

Domain 3	Instruction
<p>3d: Using Assessment in Instruction</p>	<p>Assessment of student learning plays an important role in instruction; no longer does it signal the <i>end</i> of instruction; it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what they intend) assessment <i>for</i> learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their finger on "the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students. Of course, a teacher's actions in monitoring student learning, while it may superficially look the same as monitoring student behavior, has a fundamentally different purpose. When a teacher is monitoring behavior, he/she is alert to students who may be passing notes, or bothering their neighbors; when teachers monitor student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations. Similarly, on the surface, questions asked of students for the purpose of monitoring learning, are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships, or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding, and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance in this component. But as important as monitoring of student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment."</p> <p>Elements of Component 3d are:</p> <ul style="list-style-type: none"> • Assessment Criteria <i>It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria for, for example, a clear oral presentation.</i> • Monitoring of student learning <i>A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. But even after carefully planning, monitoring of student learning must be woven seamlessly into the lesson, using a variety of techniques.</i> • Feedback to students <i>Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing as to how they are doing, and how their work can be improved. Valuable feedback must be timely, constructive, and substantive, and provide students the guidance they need to improve their performance.</i> • Student self-assessment and monitoring of progress <i>The culmination of student assumption of responsibility for their learning is when they monitor their own learning, and take appropriate action. Of course, they can only do this if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Teacher paying close attention to evidence of student understanding • Teacher posing specifically-created questions to elicit evidence of student understanding • Teacher circulating to monitor student learning and to offer feedback • Students assessing their own work against established criteria • Teacher adjusting instruction in response to evidence of student understanding (or lack of it)

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

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

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

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

Domain 4	Professional Responsibilities
<p><i>4d: Participating in a Professional Learning Community</i></p>	<p>Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, and recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school and/or larger district. These activities include such things as school and district curriculum committees, or engagement with the parent teacher organization. With experience, teachers assume leadership roles in these activities.</p> <p>Elements of component 4d are:</p> <ul style="list-style-type: none"> • Relationships with colleagues <i>Teachers maintain a professional collegial relationship that encourages sharing, planning and working together toward improved instructional skill and student success</i> • Involvement in a culture of professional inquiry <i>Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice</i> • Service to the school <i>Teachers' efforts move beyond classroom duties by to contributing to school initiatives and projects</i> • Participation in school and district projects <i>Teachers contribute to and support larger school and district projects designed to improve the professional community</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Regular teacher participation with colleagues to share and plan for student success • Regular teacher participation in professional courses or communities that emphasize improving practice • Regular teacher participation in school initiatives • Regular teacher participation and support of community initiatives

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

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

PROFESSIONAL GROWTH PLAN

The Professional Growth Plan (PGP) is designed for staff members to emphasize professional growth through a process of collaboration, acquisition of new skills and knowledge, implementation of effective teaching and learning practices, and professional self-assessment. A PGP:

- Is a means to work with others to further the educator's vision and goal and affect student learning
- Addresses the needs of the individual educator by enhancing his or her knowledge and skills and thus the quality of student learning
- Encourages educators to think outside the box
- May include district and/or building initiatives.

PROFESSIONAL GROWTH PLAN GUIDELINES

The Professional Growth Plan consists of two (2) key documents:

1. Professional Growth Plan
 - a. Building administrators and staff members(s) meet annually prior to October 31 of the school year to establish a new professional growth plan or review status of previously submitted professional growth plans.
 - b. Growth plans may be individual or developed collaboratively with a colleague, team, grade level, etc.
 - c. Growth plans may cover one or two years.
 - d. Individual, team, building, district goals and beliefs, as well as district performance criteria, provide direction of goal setting.
2. Annual summary
 - i. A summary of each year's progress will be submitted to the building principal by the end of the school year.

SUPPORTING SUGGESTIONS FOR COMPLETING FORM

The teacher or group of teachers and the building administrator will mutually agree upon a clearly specific goal(s). Goals are to improve student learning.

The following questions should serve as guidelines for goal setting:

1. How will this improve student learning?
2. What steps will you go through to reach your goal?
3. How much **time** will you need?
4. What indicators will you use to show progress?
5. What resources and or support do you need to achieve your goal?
6. How will you demonstrate progress toward your goal?

The **methods and strategies** used to document the plan's execution may include but are not limited to action research, peer coaching, videotaping, self-assessment, clinical supervision, monitoring, college courses, cadre projects, simulations, workshops, visitation days, conferences, classroom observations, committee work and/or curriculum revisions.

The **indicators of progress** may include but are not limited to portfolios of student work, videotapes, peer or principal observations, parent and/or student responses, statistical and/or performance measures, journal entries, case study, portfolios, and/or benchmarks.

The **resources/support** used to achieve the goal(s) may include but are not limited to classroom materials, journals, workshops, books, classes, technology, release time, collegial time, monitoring, collegial support, and/or administrative support.

PROFESSIONAL GROWTH PLAN FORM

Staff Member(s) _____

Building _____ Subject/Grade _____ Length of Plan 1 or 2 years

(Circle # of years)

Goal:

Benefit for student learning:

Methods/Strategies:

Indicators:

Resources/Support:

Staff Member's Signature _____

Administrator's Signature _____

Starting Date _____

Today's Date _____

PROFESSIONAL GROWTH ANNUAL SUMMARY FORM

Summarize results and/or outcomes from Professional Growth Plan:

Staff Member's Comments:

Administrator's Comments:

Staff Member's Signature _____

Administrator's Signature _____

Starting Date _____

Today's Date _____

Teacher Summative Evaluation

Faculty Name _____

School Year _____

Domain 1: Planning and Preparation

The teacher sets goals, plans instruction, and assesses student progress based upon knowledge of content, students, resources, and the curriculum. Planning and assessment focus upon implementation of the district curriculum through meaningful classroom experiences utilizing available resources.

U= Unsatisfactory

NI= Needs Improvement

P= Proficient

E= Excellent

	U	NI	P	E
1. Demonstrating Knowledge of Content and Pedagogy				
2. Demonstrating Knowledge of Students				
3. Setting Instructional Goals				
4. Demonstrating Knowledge of Resources				
5. Designing Coherent Instruction				
6. Designing Student Assessment				

Comments to clarify items marked above

Domain 2: Classroom Environment

The teacher uses an understanding of individual and group motivation and behavior to create a class environment that encourages social interaction, active engagement in learning, and self-motivation. The classroom is managed efficiently and effectively. There is a positive, supportive classroom atmosphere and time is used productively.

U= Unsatisfactory

NI= Needs Improvement

P= Proficient

E= Excellent

	U	NI	P	E
1. Creating an Environment of Respect and Rapport				
2. Establishing a Culture for Learning				
3. Managing Classroom Procedures				
4. Managing Student Behavior				
5. Organizing Physical Space				

Comments to clarify items marked above

Teacher Summative Evaluation

Domain 3: Instruction

The teacher presents lessons that demonstrate an understanding and use of a variety of instructional strategies, questioning techniques, and resources to promote student learning, and to encourage student development of basic skills, critical thinking, and problem solving. Discussions engage students and relate background experiences to lesson objectives. Activities are purposefully planned to accommodate student differences. Presents clear lesson objectives and thorough explanations of new content, relating concepts to student experiences and previously learned material.

U= Unsatisfactory

NI= Needs Improvement

P= Proficient

E= Excellent

	U	NI	P	E
1. Communicating with Students				
2. Using Questions and Discussion Techniques				
3. Engaging Students in Learning				
4. Using Assessment in Instruction				
5. Demonstrating Flexibility and Responsiveness				

Comments to clarify items marked above

Domain 4: Professional Responsibilities

The teacher understands the role of communication in education, as well as developing and maintaining collaborative relationships with colleagues, parents/guardians and the community to support student learning. The teacher is expected to maintain standards of professional conduct, set goals and grow professionally to support district initiatives as well as continuing development in their area of expertise.

U= Unsatisfactory

NI= Needs Improvement

P= Proficient

E= Excellent

	U	NI	P	E
1. Reflecting on Teaching				
2. Maintaining Accurate Records				
3. Communicating with Families				
4. Participating in a Professional Learning Community				
5. Growing and Developing Professionally				
6. Showing Professionalism				

Comments to clarify items marked above

Teacher Summative Evaluation

Domain 5: Student Growth (TBD)

U= Unsatisfactory

NI= Needs Improvement

P= Proficient

E= Excellent

	U	NI	P	E

Comments to clarify items marked above

Administrative Summative Comments

Comments to clarify items marked above

Summative Rating of Teacher for the _____ School Year

- Unsatisfactory**

 Needs Improvement

 Proficient

 Excellent

Pre- Observation Date ____/____/____ Observation Date ____/____/____

Post Observation Date ____/____/____ PGP completed/updated Yes No

Teacher Summative Evaluation

Teacher Response

Evaluator Signature

Date

Teacher Signature

Date