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**Bismarck-Henning**

**Community Unit School District No. 1**

**B**

**Professional Evaluation Plan**

**H**

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**Evaluation Committee Process and Members**

*We recognize that our schools are designed for student learning. Since teachers are the single most valuable contributor to student learning, this evaluation process is built on the premise that highly effective teachers are necessary for student success.*

**Development of the Teacher Evaluation Committee**

Bismarck-Henning Community Unit School District #1 continued its collaboration with the Bismarck-Henning Education Association in order to develop a Teacher evaluation process that would significantly and positively impact professional teaching practice while addressing the mandates of Senate Bill 7 and the Performance Evaluation Reform Act (PERA). After a comprehensive study, a new Teacher Evaluation Committee was formed, and it began its work toward an evaluation tool that would meet the government’s requirements as well as the district’s desire for continued growth among its teachers and students. The committee determined that the newly revised evaluation system would align with Charlotte Danielson’s *2013 Framework for Teaching Evaluation Instrument*, which would provide a district-wide language and research-based framework for effective teaching to advance the professional practice of the teaching staff. The committee was a combination of professionals representing the members of the Bismarck-Henning Education Association and District Administration and, through their deliberation, created the Bismarck-Henning Community Unit School District #1 Professional Evaluation Plan.

**Joint Committee Members**

Scott Watson, Superintendent, Bismarck-Henning CUSD #1

Rusty Campbell, Principal, Bismarck-Henning Junior High School

Laura Girton, Principal, Bismarck-Henning Elementary School

Brent Rademacher, Principal, Bismarck-Henning High School

Jeff Beukelman, English Teacher, Bismarck-Henning High School

Tony Foster, Fifth Grade Teacher, Bismarck-Henning Junior High School

Jordan Hollingsworth, Kindergarten Teacher, Bismarck-Henning Elementary School

Michele Reifsteck, Kindergarten Teacher, Bismarck-Henning Elementary School

**Section 1: Legislation and Overview of Danielson Framework**

**Legislation**

The Bismarck-Henning CUSD #1 Teacher Evaluation Committee recognizes the importance of student growth and teacher effectiveness in the evaluation process. The committee reviewed recent legislation (PERA, SB&, 2012 Illinois School Code) enacted in the State of Illinois calling for increased emphasis on Teacher performance evaluation ratings, which have the potential to impact Teachers’ continued employment.

In addition to Teacher practice, student growth will be included in the Performance Evaluation Plan by 2016. At this time, student growth is not part of the Bismarck-Henning CUSD #1 Performance Evaluation Plan. The Evaluation Committee will re-examine the plan after the Illinois State Board of Education has set forth rules, regulations, and recommendations regarding student growth.

**Danielson Framework for Teaching Evaluation Instrument**

The *2013 Framework for Teaching Evaluation Instrument* by Charlotte Danielson is the basis for the Bismarck-Henning CUSD #1 Performance Evaluation Plan. The Framework for Teaching is a research-based set of components of instruction that is grounded in a constructivist view of learning and teaching and incorporates instructional implications for *Common Core State Standards*. The Framework is a valuable tool to be used as the foundation for professional conversations among educators as they enhance their skills in the complex task of teaching. The Framework for Teaching is based on the Praxis III: Classroom Performance Assessment criteria developed by Educational Testing Service (ETS), National Board for Professional Teaching Standards (NBPTS), is compatible with Interstate New Teacher Assessments and Supports Consortium (INTASC) standards, and aligned with 2012 Illinois Professional Teaching Standards. The *Framework for Teaching Evaluation Instrument* has been validated as a reliable and valid measurement tool when measuring teaching practice in both the 2011Consortium on Chicago School Research (CCSR) study and 2012 Measuring Effective Teaching (MET) study.

The Framework will anchor Bismarck-Henning CUSD #1’s recruitment and hiring, mentoring, coaching, professional development, and teacher evaluation process. The goal is to link all of these activities to help Teachers and Evaluators become more thoughtful educators.

**Section 2: Bismarck-Henning CUSD #1 Evaluation Process and Commitments**

|  |  |
| --- | --- |
| **Beliefs** | **Aligned Commitments** |
| ***Bismarck-Henning CUSD #1 believes that the Performance Evaluation process must support:*** | ***In order to embed these Performance Evaluation process beliefs into ongoing professional practice, Bismarck-Henning CUSD #1 commits to:*** |
| ***Professional Growth:*** Teachers and Evaluators must take ownership of this new process to grow as professionals. This change to our approach requires time, energy, and focus for both Teachers and Evaluators to read, understand, reflect, and discuss expectations before full implementation. | * Educating all stakeholders about the paradigm shift.
* Establishing a timeline for implementation.
* Piloting the evaluation tool to gain constructive feedback.
* Providing deliberate, ongoing professional development for Teachers and Evaluators that supports Teacher efficacy and student achievement.
 |
| ***Ongoing Feedback and Reflection:*** A caring culture values feedback as an ongoing collaborative process, which allows for specific and constructive dialogue facilitating reflection and growth. | * Providing collaboration time for Teachers to support one another.
* Using data that are evidence-based and collected in a variety of ways.
* Providing differentiated resources to support growth.
* Scheduling regular professional discussions around teaching practice.
* Ensuring both Teachers and Evaluators are learners focused on improving professional practice.
 |
| ***A Define, Differentiated Evaluation Rating System:*** A clearly defined system that rates and describes effective practice consistently implemented across all settings. | * Recognizing ongoing excellent professional practice.
* Providing ongoing training in order to establish and maintain inter-rater reliability.
* Developing a variety of examples to guide both Teacher and Evaluator understanding that effective teaching can look different from classroom to classroom.
* Conducting an internal audit of Evaluators’ data to ensure fairness and consistency at the building and district levels.
 |
| ***Evaluation Process Review:*** The evaluation plan and process will be regularly reviewed. | * Soliciting feedback from Teachers and Administrators for improving the evaluation process.
* Scheduling annual reviews of the system by a team of Teachers and Administrators to revisit, rework, and redefine the plan.
 |

**Section 3: Standards for Teachers and Specialists**

|  |  |
| --- | --- |
| **Domain 1 – Demonstrates effective planning and preparation for instruction through:**1. Demonstrating Knowledge of Content and Pedagogy
2. Demonstrating Knowledge of Students
3. Setting Instructional Outcomes\*
4. Demonstrating Knowledge of Resources
5. Designing Coherent Instruction\*
6. Designing Student Assessments\*
 | **Domain 2 – Creates an environment conducive for learning by:**1. Creating an Environment of Respect and Rapport
2. Establishing a Culture for Learning\*
3. Managing Classroom Procedures
4. Managing Student Behavior
5. Managing Physical Space
 |
| **Domain 4 – Demonstrates professionalism by:**1. Reflecting on Teaching
2. Maintaining Accurate Records
3. Communicating with Families
4. Participating in a Professional Community
5. Growing and Developing Professionally
6. Showing Professionalism
 | **Domain 3 – Demonstrates effective instruction by:**1. Communicating with Students\*
2. Using Questioning and Discussion Techniques\*
3. Engaging Students in Learning\*
4. Using Assessment in Instruction\*
5. Demonstrating Flexibility and Responsiveness\*
 |

 \*These components specifically align with implementation of the Common Core State Standards.

All of the Danielson frameworks are organized around levels of performance that represent an educator’s growth and development throughout his/her career. The Danielson model is focused on accountability for all aspects of the profession. Just at Teachers work to meet the needs of each student learner, this Evaluation Plan addresses the needs of each category of Teacher. Under this Evaluation system, the professional teaching standards to which each Teacher is expected to conform are set forth in Charlotte Danielson’s *Framework for Teaching Instrument* (Danielson, 2013).

In addition to the teaching framework, alternate frameworks that are based upon Chapter 5 specialist rubrics in *Enhancing Professional Practices: A Framework for Teaching* (Danielson, 2007) are provided for the following categories of staff (positions not otherwise listed will utilize the Framework for Teaching Instrument):

Dean of Students Speech Pathologists

Guidance Counselors School Social Workers

Instructional Specialists Therapeutic Specialists

Library Media Specialists

**Section 4: Performance Evaluation Rating Definitions**

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| **EXCELLENT** | * Professional practice at the *Excellent* level is consistently characterized by evidence of extensive knowledge and expertise in understanding and implementing the components of the Bismarck-Henning CUSD #1 Teacher Evaluation Framework.
* Practice at the *Excellent* level is characterized by exceptional commitment to flexible, differentiated, and responsive instructional practice as evidenced by effective teacher modeling, high levels of student engagement, student-directed learning, and student growth. There is evidence of extensive and rigorous individualized instruction that is developmentally and culturally appropriate.
* A Teacher at the *Excellent* level takes initiative, provides leadership in the school and/or district and is committed to reflective, continuous, professional practice that ensures high levels of student learning and student ownership.
 |
| **PROFICIENT** | * Professional practice at the *Proficient* level is consistently characterized by evidence of a solid knowledge of effective instructional practices, purposeful teaching preparation, and use of a broad repertoire of strategies and activities supported by the Bismarck-Henning CUSD #1 Teacher Evaluation Framework.
* Practice at the *Proficient* level is consistent and includes high expectations for student learning. Accurate knowledge of instructional practices, content, students, and resources is demonstrated.
* A Teacher at the *Proficient* level works independently and collaboratively to improve his/her professional practice to support and promote high levels of student learning.
 |
| **NEEDS IMPROVEMENT** | * Professional practice at the *Needs Improvement* level is characterized by evidence of minimal understanding and/or implementation of the Bismarck-Henning CUSD #1’s Teacher Evaluation Framework.
* Practice at the *Needs Improvement* level is inconsistent. Understanding and implementation of instructional and/or professional behaviors demonstrate limited effectiveness with uneven results.
* A Tenured Teacher at the *Needs Improvement* level requires specific supports and interventions to improve individual professional practice to *Proficient* or *Excellent* levels of practice.
 |
| **UNSATISFACTORY** | * Professional practice at the *Unsatisfactory* level is characterized by evidence of little or no understanding and/or implementation of the Bismarck-Henning CUSD #1 Teacher Evaluation Framework.
* Practice at the *Unsatisfactory* level is detrimental to student achievement. Inadequate and inappropriate instructional and/or unprofessional behaviors persist even after intervention(s) and support (s) have been provided.
* A Tenured Teacher at the *Unsatisfactory* level must successfully implement *specific steps* to improve his/her professional practice to the *Proficient* or *Excellent* level.
 |

**Section 5: Performance Evaluation Rating System**

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| **EXCELLENT** | * Fourteen (14) or more components are *Excellent* with the rest *Proficient*
 |
| **PROFICIENT** | * No more than Five (5) components rated *Needs Improvement* with no more than Two (2) *Needs Improvement* in any one Domain; the remaining components must be rated *Proficient* or higher
 |
| **NEEDS IMPROVEMENT** | * Six (6) or more components rated *Needs Improvement*, OR
* Three (3) or more components rated *Needs Improvement* in any one Domain, OR
* One (1) component rated *Unsatisfactory*
 |
| **UNSATISFACTORY** | * Two (2) or more components rated *Unsatisfactory*, OR
* Two (2) consecutive performance evaluation ratings of *Needs Improvement*
 |

**Non-Tenured Teacher Contract Renewal –** Each Non-Tenured Teacher will receive a final Performance Evaluation rating and a recommendation for renewal or non-renewal of his/her contract. It is understood that a Non-Tenured Teacher in years one and two may receive a final Performance Evaluation rating of *Needs Improvement* as they are emerging toward proficiency. A Non-Tenured Teacher in years three and four is expected to maintain a final Performance Evaluation rating of *Proficient* or *Excellent*. See Section 9, page 15.

**Tenured Teachers –** Tenured Teachers are expected to maintain an overall Performance Evaluation Rating of *Proficient* or *Excellent*. See Section 10, page 16. If a Tenured Teacher receives an overall Performance Evaluation Rating of *Needs Improvement*, a Professional Development Plan (PDP) will be developed. See Section 11, page 17 for more explanation of this process. A Tenured Teacher whose performance is not *Proficient* or *Excellent* at the next Performance Evaluation Rating will be rated *Unsatisfactory*. If a Tenured Teacher receives an overall Performance Evaluation Rating of *Unsatisfactory*, a Remediation Plan will be developed in accordance with the law. See Section 12, page 18 for more explanation of his process.

**Section 6: Roles of Evaluators and Teachers/Specialists in the Evaluation Process**

**Evaluator Responsibilities:**

* Meet with Teacher to discuss expectations and suggestions for evidence based on the Framework for Teaching or Framework for Specialists for Specialists.
* Provide and explain the Framework for Teaching or Framework for Specialists.
* Provide Teacher with relevant data to make informed decisions.
* Conduct Teacher observations.
* Provide ongoing feedback to Teacher regarding Teacher or Specialist evidence of practice.
* Conduct Performance Evaluation Conference, notify Teacher/Specialist of employment status, and facilitate appropriate professional plan for growth and improvement.
* Maintain the integrity of the Evaluation Plan and process.

**Teacher/Specialist Responsibilities:**

* Understand and put into practice the Framework for Teaching or Framework for Specialists.
* Meet with Evaluator to ensure adherence to Framework for Teaching or Framework for Specialists.
* Attain *Proficient* or *Excellent* performance.
* Provide evidence of professional practice aligned with the Framework for Teaching or Framework for Specialists.
* Maintain the integrity of the Evaluation Plan and process.

**Section 7: Definitions of Terms in the Performance Evaluation Plan**

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

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

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

**Documentation** – Evidence/information that supports or explains the Teacher’s work in each of the four Domains.

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

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

**Mentor** – A Teacher who is assigned with a summative rating of *Proficient* or *Excellent* who is assigned by the Evaluator to assist a non-tenured Teacher.

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

**Observation (Informal)** – Informal observations will include the following: (1) are unannounced; (2) are a minimum 10 minutes; (3) have no pre-observation; (4) have optional post-observation conferences as requested by the Teacher or Evaluator or both; and (5) include documentation of the observation provided to the Teacher.

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

**Performance Evaluation Conference** – A performance evaluation conference is a meeting, separate from the post-observation conference, in which the Teacher and Evaluator review and sign the final *Bismarck-Henning CUSD #1 Framework for Teaching* and discuss possible next steps for professional growth.

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

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

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

**Professional Development Plan (PDP)** – A plan for professional development created within 30 school days after the completion of an Evaluation of a tenured Teacher resulting in the *Needs Improvement* rating. The PDP is developed by the Evaluator in consultation with a Teacher based upon areas that need improvement and includes supports that the district will provide to address the performance areas identified as needing improvement. (see Section 24A-3 of the School Code)

**Qualified Evaluator** – An individual who has completed the pre-qualification process and who has successfully passed the State-developed assessments specific to evaluate Teachers. Each qualified Evaluator shall maintain his/her qualification by completing the re-training required. In Bismarck-Henning CUSD #1, a qualified Evaluator must be an administrator. (see Section 24A-3 of the School Code)

**Remediation Plan** – A state-mandated Plan created by the Evaluator to commence within 30 days after a Tenured Teacher has been rated *Unsatisfactory* on a Performance Evaluation. The Remediation Plan shall have deficiencies cited, provided the deficiencies are remediable; be implemented in a 90 school day timeframe; provide for a midpoint performance evaluation that includes, within 10 days, a written copy of the evaluation ratings, with deficiencies and recommendations identified; and provide for a final performance evaluation within 10 days after the conclusion of the remediation timeframe. The Teacher must receive a *Proficient* or *Excellent* to be reinstated to the regular evaluation cycle. A Consulting Teacher will help support the Teacher with the implementation of the Remediation Plan during the 90 school day period. (see Section 12 and the School Code)

**Specialist** – Persons included in the following categories of Teacher: Dean of Students, Guidance Counselors, Instructional Specialists, Library Media Specialists, School Speech Pathologists, School Social Workers, and Therapeutic Specialists.

**Student Growth Data** – This will be determined after the Illinois State Board of Education has set forth rules, regulations, and recommendations regarding student growth, beginning in 2016.

**Teacher** – A full-time or part-time professional employee of the school district who is required to hold a teaching certificate or a professional educator’s license endorsed for a teaching field. (see Article 21 or Article 21B of the School Code)

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

**Section 8: Informal Observation, Formal Observation, and Performance Evaluation Rating Process**

**Informal Observation Process:**

1. A Pre-Conference is not required for an informal observation.
2. Observations must be made in the classroom/work setting. Teachers may request informal observation(s).
3. Observations will be a minimum of ten (10) minutes. If evidence from an informal observation gathered by an Evaluator will be used in the performance evaluation rating, the Teacher will receive a copy of **an informal observation form developed by the building Evaluator**, as completed by the Evaluator, within three (3) school days of the observation. Additional evidence specific to the observation may be documented in **an informal observation form developed by the building Evaluator** by the Teacher and returned to the Evaluator no later than three (3) school days after receiving **an informal observation form developed by the building Evaluator** from the Evaluator. If requested by either the Evaluator or the Teacher, a Post-Observation Conference will occur.
4. Another informal observation cannot occur until written evidence on **an informal observation form developed by the building Evaluator** has been received and an opportunity for discussion has been provided, unless mutually agreed upon by the Evaluator and Teacher.
5. If evidence indicates *Needs Improvement* or *Unsatisfactory* practice in any of the components, a Post-Observation Conference shall occur no later than three (3) school days after the Teacher has received a copy of **an informal observation form developed by the building Evaluator**, as filled out by the Evaluator. **Form E: Notice of Concern** will accompany **an informal observation form developed by the building Evaluator** and will identify the component(s) of concern. When observed practices are *Unsatisfactory*, the Teacher will be notified within one (1) school day of the observation.

**Formal Observation Process:**

1. The Teacher will complete the following Pre-Conference steps: Electronically document evidence in **Form A: Bismarck-Henning CUSD #1 Framework for Teaching** Domain 1 and Domain 4 sections, using the guiding questions to support the documentation. Submit the form to the Evaluator no later than three (3) school days before the Pre-Observation Conference. The Teacher should also prepare to respond to the questions contained on **Form B: Pre-Observation Conference Form**.

The Teacher will bring evidence of planning specific to the observation (e.g. a lesson plan). Teachers are also encouraged to bring artifacts that support the planning process.

1. Observations must be for a minimum of forty-five (45) minutes, a complete lesson or an entire class period in a classroom/work setting. The Evaluator will collect evidence of the observed professional practice in Domains 2 and 3. No later than three (3) school days after the completed observation, the Evaluator will provide **Form A: Bismarck-Henning CUSD #1 Framework for Teaching** to the Teacher to review. Additional evidence in all Domains may be documented by the Teacher and returned to the Evaluator no later than three (3) school days after receiving **Form A: Bismarck-Henning CUSD #1 Framework for Teaching**.
2. The Post-Observation Conference will be held on a mutually agreed date/time but no later than nine (9) school days after each formal observation. **Form A: Bismarck-Henning CUSD #1 Framework for Teaching** will be reviewed and may be modified based upon additional information and dialogue between the Teacher and the Evaluator. The Teacher should also prepare to respond to the questions contained on **Form C: Post-Observation Conference Form**.

Teachers may bring additional documents or artifacts to the Post-Observation Conference.

Evaluators may also add evidence to Domains 1 and 4 prior to the Post-Observation Conference.

Based upon the post-observation conference, Evaluator will make necessary modification to **Form A: Bismarck-Henning CUSD #1 Framework for Teaching** within three (3) school days and provide the updated form to the Teacher.

1. If evidence indicates *Needs Improvement* or *Unsatisfactory* practice in any of the components, the Teacher will receive a copy of **Form A: Bismarck-Henning CUSD #1 Framework for Teaching**, as filled out by the Evaluator within three (3) school days. **Form E: Notice of Concern** will accompany **Form A: Bismarck-Henning CUSD #1 Framework for Teaching** and will identify the component(s) of concern. When observed practices are *Unsatisfactory*, the Teacher will be notified within one (1) school day of the observation

**Performance Evaluation Rating Process:**

1. All evidence shall be documented in **Form A: Bismarck-Henning CUSD #1 Framework for Teaching** by Teacher and Evaluator no later than February 1 in any year a performance evaluation rating is issued.
2. Twenty-four hours prior to the Performance Evaluation Conference, the Evaluator will provide the Teacher with a final **Form A: Bismarck-Henning CUSD #1 Framework for Teaching** and **Form D: Bismarck-Henning CUSD #1 Performance Evaluation Rating Form**.
3. A Performance Evaluation Conference will be held at a mutually agreed-upon time once per year for Non-Tenured and Tenured-*Needs Improvement* or Tenured-*Unsatisfactory* and once every two years for Tenured-*Proficient* or *Excellent*. These conferences will be scheduled on or before March 1 in the year a performance evaluation rating is issued.
4. The Teacher and Evaluator will review the final **Form A: Bismarck-Henning CUSD #1 Framework for Teaching** and discuss possible next steps for professional growth.
5. A Teacher has the option to attach additional comments to **Form D: Bismarck-Henning CUSD #1 Performance Evaluation Rating Form**.

**Section 9: Non-Tenured Professional Evaluation Plan Chart: Years 1-4**

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| **EVALUATION TIMELINE FOR YEAR 1 - 4 NON-TENURED** |
| **TIME OF YEAR** | **PROCESS** | **FORMS**  |
| By the first student attendance day (or within 30 days of hire, if hired after the start of the year) | * Detailed review of the Teacher evaluation process using the Bismarck-Henning CUSD #1 Professional Evaluation Plan
* Written notification of Evaluator
 | * Bismarck-Henning CUSD #1 Professional Evaluation Plan
 |
| 1st Four Weeks of School | * Formal Observation (Pre- and Post-Observation Conference) – one required
* One or more Informal Observations (Post-Observation Conference by request of either Evaluator or Teacher or both) – as needed\*
 | * Form A: Bismarck-Henning CUSD #1 Framework for Teaching
* Informal Observation Form Developed by the Building Evaluator (if needed)
* Form B: Pre-Observation Conference
* Form C: Post-Observation Conference
* Form E: Notice of Concern (if needed)
 |
| Week Five to February 1 | * Formal Observation (Pre- and Post-Observation Conference) – one required
* One or more Informal Observations (Post-Observation Conference by request of either Evaluator or Teacher or both) – as needed\*
 | * Form A: Bismarck-Henning CUSD #1 Framework for Teaching
* Informal Observation Form Developed by the Building Evaluator (if needed)
* Form B: Pre-Observation Conference
* Form C: Post-Observation Conference
* Form E: Notice of Concern (if needed)
 |
| February 2to March 1 | * Performance Evaluation Rating (received by Teacher 24 hours prior to Conference)
* Performance Evaluation Conference – required
 | * Form A: Bismarck-Henning CUSD #1 Framework for Teaching
* Form D: Bismarck-Henning CUSD #1 Performance Evaluation Rating
 |

**\*A minimum of one (1) informal observation is required each school year. A minimum of three (3) observations must be conducted during the evaluation cycle with two of the observations being formal.**

**Tenure will be granted in accordance with the State law. Tenure will only be considered for Teachers who have a summative rating of *Proficient* or *Excellent* at the end of the fourth probationary year.**

**Section 10: Tenured Professional Evaluation Plan Chart:**

**Proficient & Excellent**

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| --- | --- | --- |
| **TIME OF YEAR** | **PROCESS** | **FORMS**  |
| By the first student attendance day | * Detailed review of the Teacher evaluation process using the Bismarck-Henning CUSD #1 Professional Evaluation Plan
* Written notification of Evaluator
 | * Bismarck-Henning CUSD #1 Professional Evaluation Plan
 |
| During Year 1 of the two year Process | * Informal Observation (Post-Observation Conference at the request of either Evaluator or Teacher or both) – required
* Formal and/or Informal Observations at the request of either the Evaluator or the Teacher
* If evidence indicates *Needs Improvement* or *Unsatisfactory* practice in any of the components, it will be addressed according to the procedures in Section 8 of this document.
 | * Informal Observation Form Developed by the Building Evaluator (if needed)
* Form A: Bismarck-Henning CUSD #1 Framework for Teaching
* Form B: Pre-Observation Conference
* Form C: Post-Observation Conference
* Form E: Notice of Concern (if needed)
 |
| During Year 2 of the two year process (but no later than February 1) | * Formal Observation (Pre- and Post-Observation Conference) – required
* Additional Formal and/or Informal Observations at the request of either the Evaluator or the Teacher
* If evidence indicates *Needs Improvement* or *Unsatisfactory* practice in any of the components, it will be addressed according to the procedures in Section 8 of this document.
 | * Form A: Bismarck-Henning CUSD #1 Framework for Teaching
* Informal Observation Form Developed by the Building Evaluator (if needed)
* Form B: Pre-Observation Conference
* Form C: Post-Observation Conference
* Form E: Notice of Concern (if needed)
 |
| Between February 2 and March 1 of Year 2 | * Performance Evaluation Rating (received by Teacher 24 hours prior to Conference)
* Performance Evaluation Conference – required
* Overall Rating of *Proficient* or *Excellent* – Continuation of the district’s evaluation schedule
* Overall Rating of *Needs Improvement* – Professional Development Plan – See Section 11: *Needs Improvement*
* Overall Rating of *Unsatisfactory* – Remediation Plan – See Section 12: *Unsatisfactory*
 | * Form A: Bismarck-Henning CUSD #1 Framework for Teaching
* Form D: Bismarck-Henning CUSD #1 Performance Evaluation Rating
* Form F: Professional Development Plan (if needed)
 |

**For Tenured – *Proficient*/*Excellent*, a minimum of two (2) observations must be conducted during the evaluation cycle with one of the observations being formal.**

# Section 11: Tenured Professional Evaluation Plan Chart:

# Needs Improvement

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| **TIME OF YEAR** | **PROCESS** | **FORMS**  |
| Within 30 school days of the Teacher receiving an overall rating of *Needs Improvement* | * Teacher and Evaluator collaborate to construct a Professional Development Plan to address components that are cited as needing improvement
 | * Form F: Professional Development Plan
 |
| 1st Four Weeks of the following school year | * Formal Observation (Pre- and Post-Observation Conference) – required
* One or more Informal Observations (Post-Observation Conference by request of either Evaluator or Teacher or both) – as needed\*
 | * Form A: Bismarck-Henning CUSD #1 Framework for Teaching
* Informal Observation Form Developed by the Building Evaluator (if needed)
* Form B: Pre-Observation Conference
* Form C: Post-Observation Conference

Form E: Notice of Concern (if needed) |
| Week Five to February 1 | * Formal Observation (Pre and Post-Observation Conference) – required
* One or more Informal Observations (Post-Observation Conference by request by either Evaluator or Teacher or both) – as needed\*
 | * Form A: Bismarck-Henning CUSD #1 Framework for Teaching
* Informal Observation Form Developed by the Building Evaluator (if needed)
* Form B: Pre-Observation Conference
* Form C: Post-Observation Conference

Form E: Notice of Concern (if needed) |
| February 2to March 1 | * Performance Evaluation Rating (received by Teacher 24 hours prior to Conference)
* Performance Evaluation Conference – required
	+ Overall rating of *Proficient* or *Excellent* – Reinstatement to the district’s evaluation schedule – See Section 10: *Proficient*/*Excellent*
	+ Second overall rating of *Needs Improvement* – Automatic *Unsatisfactory* rating and Remediation Plan - See Section 12: *Unsatisfactory*
 | * Form A: Bismarck-Henning CUSD #1 Framework for Teaching
* Form D: Bismarck-Henning CUST #1 Performance Evaluation Rating
 |

**\* For Tenured-*Needs Improvement*, a minimum of three (3) observations must be conducted during the evaluation cycle with two of the observations being formal.**

**Section 12: Tenured Professional Evaluation Plan Chart:**

# Unsatisfactory

|  |  |  |
| --- | --- | --- |
| **TIME OF YEAR** | **PROCESS** | **FORMS**  |
| Within 30 school days of Teacher receiving an overall rating of *Unsatisfactory* | * Evaluator will develop a 90 school day Remediation Plan to address deficiencies cited, provided the deficiencies are remediable
* Explain and confirm the Remediation Plan with Teacher and Consulting Teacher
 | * Remediation Plan
* Bismarck-Henning CUSD #1 Professional Evaluation Plan
 |
| Immediately upon receipt of the Remediation Plan | * The Teacher begins the implementation of the Remediation Plan with the support of the Consulting Teacher
 | * Remediation Plan
 |
| Before the 45 day midpoint of the Remediation Plan period | * One Formal Observation (Pre-Observation and Post-Observation Conference)
* One Informal Observation (Post-Observation Conference is required)
* Additional Formal and/or Informal Observations as determined by the Evaluator in consultation with the Teacher
 | * Form A: Bismarck-Henning CUSD #1 Framework for Teaching
* Framework for Teaching
* Informal Observation Form Developed by the Building Evaluator
* Form B: Pre-Observation Conference
* Form C: Post-Observation Conference
 |
| At the midpoint of the Remediation Plan period | * Summative Remediation Plan Evaluation is conducted and reviewed with the Teacher
* Midpoint ratings are assigned
 | * Form A: Bismarck-Henning CUSD #1 Framework for Teaching
 |
| After the midpoint of the Remediation Plan period | * One Formal Observation (Pre-Observation and Post-Observation Conference)
* Additional Formal and/or Informal Observations as determined by the Evaluator in consultation with the Teacher
 | * Form A: Bismarck-Henning CUSD #1 Framework for Teaching
* Framework for Teaching
* Form B: Pre-Observation Conference
* Form C: Post-Observation Conference Informal Observation Form Developed by the Building Evaluator (if needed)
 |
| At the conclusion of the Remediation Plan period | * Summative Remediation Plan Evaluation is conducted and reviewed with the Teacher
	+ Overall rating of *Proficient* or *Excellent*  – Reinstatement to the district’s evaluation schedule (The District and CFT will negotiate a modified timeline for this process, which will include two formal and one informal observations, and the regular evaluation process for the Teacher will immediately commence
	+ Overall rating of *Needs Improvement* or *Unsatisfactory* – Immediate recommendation for dismissal (Section 24-12 of the School Code)
 | * Form A: Bismarck-Henning CUSD #1 Framework for Teaching
* Form D: Bismarck-Henning CUSD #1 Performance Evaluation Rating
 |

**\*For Tenured-*Unsatisfactory*, a minimum of three (3) observations must be conducted during the evaluation cycle with two of the observations being formal.**

**FORM A: Bismarck-Henning CUSD #1 Framework for Teaching**

**Domain 1: Planning and Preparation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***1a: Demonstrating Knowledge of Content and Pedagogy***  | In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher displays little understanding of prerequisite knowledge important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. | Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. Teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. | Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher demonstrates accurate understanding of prerequisite relationships among topics. Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. | Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions. |
| ***Critical Attributes*** | * *Teacher makes content errors.*
* *Teacher does not consider prerequisite relationships when planning.*
* *Teacher’s plans use inappropriate strategies for the discipline.*
 | * *Teacher’s understanding of the discipline is rudimentary.*
* *Teacher’s knowledge of prerequisite relationships is inaccurate or incomplete.*
* *Lesson and unit plans use limited instructional strategies, and some are not be suitable to the content.*
 | * *Teacher can identify important concepts of the discipline and their relationships to one another.*
* *Teacher provides clear explanations of the content.*
* *Teacher answers student questions accurately and provides feedback that furthers their learning.*
* *Instructional strategies in unit and lesson plans are entirely suitable to the content.*
 | * *Teacher cites intra- and interdisciplinary content relationships.*
* *Teacher’s plans demonstrate awareness of possible student misconceptions and how they can be addressed.*
* *Teacher’s plans reflect recent developments in content-related pedagogy.*
 |
| ***Guiding Question: What are the key concepts and their relationship to the lesson to be observed and the unit within it falls?*** **Evidence:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***1b: Demonstrating Knowledge of Students*** | Teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage—and does not indicate that such knowledge is valuable. | Teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage yet may apply this knowledge not to individual students but to the class as a whole. | Teacher understands the active nature of student learning and attains information about levels of development for groups of students. Teacher also purposefully acquires knowledge from several sources about groups of students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage.  | Teacher understands the active nature of student learning and acquires information about levels of development for individual students. Teacher also systematically acquires knowledge from several sources about individual students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage. |
| ***Critical Attributes*** | * *Teacher does not understand child development characteristics and has unrealistic expectations for students.*
* *Teacher does not try to ascertain varied ability levels among students in the class.*
* *Teacher is not aware of student interests or cultural heritages.*
* *Teacher takes no responsibility to learn about students’ medical or learning disabilities.*
 | * *Teacher cites developmental theory but does not seek to integrate it into lesson planning.*
* *Teacher is aware of the different ability levels in the class but tends to teach to the “whole group.”*
* *Teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.*
* *Teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.*
 | * *Teacher knows, for groups of students, their levels of cognitive development.*
* *Teacher is aware of the different cultural groups in the class.*
* *Teacher has a good idea of the range of interests of students in the class.*
* *Teacher has identified “high,” “medium,” and “low” groups of students within the class.*
* *Teacher is well informed about students’ cultural heritage and incorporates this knowledge in lesson planning.*
* *Teacher is aware of the special needs represented by students in the class.*
 | * *Teacher uses ongoing methods to assess students’ skill levels and designs instruction accordingly.*
* *Teacher seeks out information from all students about their cultural heritage.*
* *Teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.*
 |
| ***Guiding Question: How did your students’ interests, prior knowledge, and experiences impact your planning?*****Evidence:** |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***1c: Setting Instructional Outcomes*** | The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. | Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class. | Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students. | All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students. |
| ***Critical Attributes*** | * *Outcomes lack rigor.*
* *Outcomes do not represent important learning in the discipline.*
* *Outcomes are not clear or are stated as activities.*
* *Outcomes are not suitable for many students in the class.*
 | * *Outcomes represent a mixture of low expectations and rigor.*
* *Some outcomes reflect important learning in the discipline.*
* *Outcomes are suitable for most of the class.*
 | * *Outcomes represent high expectations and rigor.*
* *Outcomes are related to “big ideas” of the discipline.*
* *Outcomes are written in terms of what students will learn rather than do.*
* *Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.*
* *Outcomes, differentiated where necessary, are suitable to groups of students in the class.*
 | * *Teacher’s plans reference curricular frameworks or blueprints to ensure accurate sequencing.*
* *Teacher connects outcomes to previous and future learning.*
* *Outcomes are differentiated to encourage individual students to take educational risks.*
 |
| ***Guiding Question: How did you develop student learning outcomes to meet the varying needs of your students?*****Evidence:** |

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| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***1d: Demonstrating Knowledge of Resources*** | The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one’s own professional skill. | The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one’s professional skill but does not seek to expand this knowledge. | The teacher displays awareness of resources beyond those provided by the school or district, including those on the internet, for classroom use and for extending one’s professional skill, and seeks out such resources. | The teacher’s knowledge of resources for classroom use and for extending one’s professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the internet.  |
| ***Critical Attributes*** | * *The teacher uses only district-provided materials, even when more variety would assist some students.*
* *The teacher does not seek out resources available to expand his/her own skill.*
* *Although the teacher is aware of some student needs, he/she does not inquire about the possible resources.*
 | * *The teacher uses materials in the school library but does not search beyond the school for resources.*
* *The teacher participates in content-area workshops offered by the school but does not pursue other professional development.*
* *The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.*
 | * *Texts are at varied levels.*
* *Texts are supplemented by guest speakers and field experiences.*
* *The teacher facilitates the use of internet sources.*
* *Resources are multidisciplinary.*
* *The teacher expands his/her knowledge through professional learning groups and organizations.*
* *The teacher pursues options offered by universities.*
* *The teacher provides lists of resources outside the classroom for students to draw upon.*
 | * *Texts are matched to student skill level.*
* *The teacher has ongoing relationships with colleges and universities that support student learning.*
* *The teacher maintains a log of resources for student reference.*
* *The teacher pursues apprenticeships to increase discipline knowledge.*
* *The teacher facilitates student contact with resources outside the classroom.*
 |
| ***Guiding Question: How did you identify appropriate resources for this instructional planning? How did you determine and expand your knowledge of resources that facilitated students’ content knowledge?*** **Evidence:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***1e: Designing Coherent Instruction*** | Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety. | Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations. | Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.  | The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.  |
| ***Critical Attributes*** | * *Learning activities are boring and/or not well aligned to the instructional goals.*
* *Materials are not engaging or do not meet instructional outcomes.*
* *Instructional groups do not support learning.*
* *Lesson plans are not structured or sequenced and are unrealistic in their expectations.*
 | * *Learning activities are moderately challenging.*
* *Learning resources are suitable, there is limited variety.*
* *Instructional groups are random, or they only partially support objectives.*
* *Lesson structure is uneven or may be unrealistic about time expectations.*
 | * *Learning activities are matched to instructional outcomes.*
* *Activities provide opportunity for higher-level thinking.*
* *The teacher provides a variety of appropriately challenging materials and resources.*
* *Instructional student groups are organized thoughtfully to maximize learning and build on students’ strengths.*
* *The plan for the lesson or unit is well structured, with reasonable time allocations.*
 | * *Activities permit student choice.*
* *Learning experiences connect to other disciplines.*
* *The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.*
* *Lesson plans differentiate for individual student needs.*
 |
| ***Guiding Question: What activities and assignments were developed that emphasize thinking and problem-based learning, permit student choice and initiative, and encourage depth rather than breadth?*** **Evidence:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***1f: Designing Student Assessments*** | Assessment procedures are not congruent with instructional outcomes and contain no criteria by which student performance will be assessed. Teacher has no plan to incorporate formative assessment in the lesson or unit. | Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.  | All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.  | All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.  |
| ***Critical Attributes*** | * Assessments do not match instructional outcomes.
* Assessments have no criteria.
* N formative assessments have been designed.
* Assessment results do not affect future plans.
 | * Only some of the instructional outcomes are addressed in the planned assessments.
* Assessment criteria are vague.
* Plans refer to the use of formative assessments, but they are not fully developed.
* Assessment results are used to design lesson plans for the whole class, not individual students.
 | * All the learning outcomes have a method for assessment.
* Assessment types match learning expectations.
* Plans indicate modified assessments for some students as needed.
* Assessment criteria are clearly written.
* Plans include formative assessments to use during instruction.
* Lesson plans indicate possible adjustments based on formative assessment data.
 | In addition to the characteristics of “proficient,”* Assessments provide opportunities for student choice.
* Students participate in designing assessments for their own work.
* Teacher-designed assessments are authentic with real-world application, as appropriate.
* Students develop rubrics according to teacher-specified learning objectives.
* Students are actively involved in collecting information from formative assessments and provide input.
 |
| ***Guiding Question: How did you determine appropriate assessments, both formative and summative, and how will you use the results to plan for future instruction?*****Evidence:** |

**Domain 2: The Classroom Environment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***2a: Creating an Environment of Respect and Rapport***  | Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior. | Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for teacher. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks. | Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks. |
| ***Critical Attributes*** | * *Teacher is disrespectful towards students or insensitive to students’ ages, cultural backgrounds, and developmental levels.*
* *Students’ body language indicates feelings of hurt, discomfort, or insecurity.*
* *Teacher displays no familiarity with, or caring about, individual students.*
* *Teacher disregards disrespectful interactions among students.*
 | * *The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.*
* *Teacher attempts to respond to disrespectful behavior among students, with uneven results.*
* *Teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.*
 | * *Talk between teacher and students and among students is uniformly respectful.*
* *Teacher successfully responds to disrespectful behavior among students.*
* *Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.*
* *Teacher makes general connections with individual students.*
* *Students exhibit respect for teacher.*
 | * *Teacher demonstrates knowledge and caring about individual students’ lives beyond the class and school.*
* *There is no disrespectful behavior among students.*
* *When necessary, students respectfully correct one another in their conduct towards classmates.*
* *Students participate without fear of put-downs or ridicule from either the teacher or other students.*
* *Teacher respects and encourages students’ efforts.*
 |
| ***Guiding Question: How do you ensure that interactions within the classroom are respectful and how do you effectively respond to disrespectful behavior?*** **Evidence:** |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***2b: Establishing a Culture for Learning***  | The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students. | The classroom culture is characterized by little commitment to learning by teacher or students. Teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. Teacher conveys that student success is the result of natural ability rather than hard work and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject. | The classroom culture is a place where learning is valued by all, with high expectations for both learning and hard work the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work and the precise use of language.  | The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. 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 assisting peers in their precise use of language. |
| ***Critical Attributes*** | * *Teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.*
* *Teacher conveys to at least some students that the work is too challenging for them.*
* *Students exhibit little or no pride in their work.*
* *Students use language incorrectly; teacher does not correct them.*
 | * *Teacher’s energy for the work is neutral, neither indicating a high level of commitment nor ascribing to external forces the need to do the work.*
* *Teacher conveys high expectations for only some students.*
* *Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an “easy path.”*
* *Teacher’s primary concern appears to be to complete the task at hand.*
* *Teacher urges, but does not insist, that students use precise language.*
 | * *Teacher communicates the importance of the content and the conviction that with hard work all students can master the material.*
* *Teacher demonstrates a high regard for students’ abilities.*
* *Teacher conveys an expectation of high levels of student effort.*
* *Students expend good effort to complete work of high quality.*
* *Teacher insists on precise use of language by students.*
 | * *Teacher communicates passion for the subject.*
* *Teacher conveys the satisfaction that accompanies a deep understanding of complex content.*
* *Students indicate through their questions and comments a desire to understand the content.*
* *Students assist their classmates in understanding the content.*
* *Students take initiative in improving the quality of their work.*
* *Students correct one another in their use of language.*
 |
| ***Guiding Question: How do you develop a culture of high expectations for learning that promotes high levels of student effort?*** **Evidence:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***2c: Managing Classroom Procedures*** | Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher’s managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines. | Some instructional time is lost due to partially effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines. | There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines. | Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. |
| ***Critical Attributes*** | * *Students not working with the teacher are not productively engaged.*
* *Transitions are disorganized, with much loss of instructional time.*
* *There do not appear to be any established procedures for distributing and collecting materials.*
* *A considerable amount of time is spent off task because of unclear procedures.*
 | * *Students not working directly with the teacher are only partially engaged.*
* *Procedures for transitions seem to have been established, but their operation is not smooth.*
* *There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.*
* *Classroom routines function unevenly.*
 | * *Students are productively engaged during small-group or independent work.*
* *Transitions between large- and small-group activities are smooth.*
* *Routines for distribution and collection of materials and supplies work efficiently*
* *Classroom routines function smoothly.*
 | * *With minimal prompting by the teacher, students ensure that their time is used productively.*
* *Students take initiative in distributing and collecting materials efficiently.*
* *Students themselves ensure that transitions and other routines are accomplished smoothly.*
 |
| ***Guiding Question: How do you promote classroom routines and procedures that maximize time for student learning?*** **Evidence:** |

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| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***2d: Managing Student Behavior*** | There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students’ misbehavior is repressive or disrespectful of student dignity.  | Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. | Student behavior is generally appropriate. Teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.  | Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher’s monitoring of student behavior is subtle and preventive. Teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity. |
| ***Critical Attributes*** | * *The classroom environment is chaotic, with no standards of conduct evident.*
* *Teacher does not monitor student behavior.*
* *Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.*
 | * *Teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.*
* *Teacher attempts to keep track of student behavior, but with no apparent system.*
* *Teacher’s response to student misbehavior is inconsistent: sometimes harsh, other times lenient.*
 | * *Standards of conduct appear to have been established and implemented successfully.*
* *Overall, student behavior is generally appropriate.*
* *Teacher frequently monitors student behavior.*
* *Teacher’s response to student misbehavior is effective.*
 | * *Student behavior is entirely appropriate; any student misbehavior is minor and swiftly handled.*
* *Teacher silently and subtly monitors student behavior.*
* *Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.*
 |
| ***Guiding Question: What student behavior expectations have been implemented, how are they monitored effectively, and how do you respond to positive and negative behavior?*****Evidence:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***2e: Organizing Physical Space*** | The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities. | The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness. | The classroom is same, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively. | The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaption of the physical environment to advance learning. |
| ***Critical Attributes*** | * *There are physical hazards in the classroom, endangering student safety.*
* *Many students can’t see or hear the teacher or see the board.*
* *Available technology is not being used even if it is available and its use would enhance the lesson.*
 | * *The physical environment is safe, and most students can see and hear the teacher or see the board.*
* *The physical environment is not an impediment to learning but does not enhance it.*
* *The teacher makes limited use of available technology and other resources.*
 | * *The classroom is safe, and all students are able to see and hear the teacher or see the board.*
* *The classroom is arranged to support the instructional goals and learning activities.*
* *The teacher makes appropriate use of available technology.*
 | * *Modifications are made to the physical environment to accommodate students with special needs.*
* *There is total alignment between the learning activities and the physical environment.*
* *Students take the initiative to adjust the physical environment.*
* *The teacher and students make extensive and imaginative use of available technology.*
 |
| ***Guiding Question: How do you manage the physical space available to you to promote student learning?*** **Evidence:** |

**Domain 3: Instruction**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***3a: Communicating with Students*** | The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. Teacher’s explanation of the content contains major errors and does not include any explanation of strategies students might use. Teacher’s spoken or written language contains errors of grammar or syntax. Teacher’s academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.  | Teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher’s explanation of the content may contain minor errors; some portions are clear, others difficult to follow. Teacher’s explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. Teacher’s spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students’ ages or backgrounds. Teacher rarely takes opportunities to explain academic vocabulary. | The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. Teacher’s explanation of content is scaffolded, clear, and accurate and connects with students’ knowledge and experience. During the explanation of content, teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. Teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests. Teacher’s use of academic vocabulary is precise and serves to extend student understanding.  | Teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher’s explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students’ interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. Teacher’s spoken and written language is expressive, and teacher finds opportunities to extend students’ vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary. |
| ***Critical Attributes*** | * *At no time during the lesson does teacher convey to students what they will be learning.*
* *Students indicate through their questions that they are confused about the learning task.*
* *Teacher makes a serious content error that will affect students’ understanding of the lesson.*
* *Students indicate through body language or questions that they don’t understand the content being presented.*
* *Teacher’s communications include errors of vocabulary or usage or imprecise use of academic language.*
* *Teacher’s vocabulary is inappropriate to the age or culture of the students.*
 | * *Teacher provides little elaboration or explanation about what the students will be learning.*
* *Teacher must clarify the learning task so students can complete it.*
* *Teacher makes no serious content errors but may make minor ones.*
* *Teacher’s explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.*
* *Teacher’s explanations of content are purely procedural, with no indication of how students can think strategically.*
* *Teacher’s vocabulary and usage are correct but unimaginative.*
* *When teacher attempts to explain academic vocabulary, the effort is only partially successful.*
* *Teacher’s vocabulary is too advanced, or too juvenile, for students.*
 | * *Teacher states clearly, at some point during the lesson, what the students will be learning.*
* *If appropriate, teacher models the process to be followed in the task.*
* *Students engage with the learning task, indicating that they understand what they are to do.*
* *Teacher makes no content errors.*
* *Teacher’s explanation of content is clear and invites student participation and thinking.*
* *Teacher describes specific strategies students might use, inviting students to interpret them in the context of what they’re learning.*
* *Teacher’s vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.*
* *Teacher’s vocabulary is appropriate to students’ ages and levels of development.*
 | * *If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.*
* *Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.*
* *Teacher points out possible areas for misunderstanding.*
* *Teacher invites students to explain the content to their classmates.*
* *Students suggest other strategies they might use in approaching a challenge or analysis.*
* *Teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.*
* *Students use academic language correctly.*
 |
| ***Guiding Question: Were the learning targets clearly stated, vocabulary appropriately used, and was the students’ background knowledge connected to the new concepts?*** **Evidence:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***3b: Using Questioning and* *Discussion Techniques*** | Teacher’s questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation-style, with teacher mediating all questions and answers; teacher accepts all contributions without asking students to justify their reasoning. Only a few students participate in the discussion. | Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. Teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results. | While teacher may use some low-level questions, he or she poses questions designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. Teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. |  Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another’s thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. |
| ***Critical Attributes*** | * *Questions are rapid-fire and convergent, with a single correct answer.*
* *Questions do not invite student thinking.*
* *All discussion is between teacher and students; students are not invited to speak directly to one another.*
* *Teacher does not ask students to explain their thinking.*
* *A very few students dominate the discussion.*
 | * *Teacher frames some questions designed to promote student thinking, but many have a single correct answer, and teacher calls on students quickly.*
* *Teacher invites students to respond directly to one another’s ideas, but few students respond.*
* *Teacher calls on many students, but only a small number actually participate in the discussion.*
* *Teacher asks students to justify their reasoning, but only some students attempt to do so.*
 | * *Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.*
* *Teacher makes effective use of wait time.*
* *Discussions enable students to talk to one another without ongoing mediation by teacher.*
* *Teacher calls on most students, even those who don’t initially volunteer.*
* *Many students actively engage in the discussion.*
* *Teacher asks students to explain their reasoning, and most attempt to do so.*
 | * *Students initiate higher-order questions.*
* *Teacher builds on and uses student responses to questions in order to deepen student understanding.*
* *Students extend the discussion, enriching it.*
* *Students invite comments from their classmates during a discussion and challenge one another’s thinking.*
* *Virtually all students are engaged in the discussion.*
 |
| ***Guiding Question: How was student engagement facilitated through the use of questioning that promoted student interaction and discussion?*****Evidence:** |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***3c: Engaging Students in Learning*** | The learning tasks/ activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.  | The learning tasks and activities require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “down time.” | The learning tasks and activities are activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.  | Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking on their part. Teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another.. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.  |
| ***Critical Attributes*** | * *Few students are intellectually engaged in the lesson.*
* *Learning tasks/activities and materials require only recall or have a single correct response or method.*
* *Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement*
* *Instructional materials used are unsuitable to the lesson and/or the students.*
* *The lesson drags or is rushed.*
 | * *Some students are intellectually engaged in the lesson.*
* *Learning tasks are a mix of those requiring thinking and those requiring recall.*
* *Student engagement with the content is largely passive, the learning consisting primarily of facts or procedures.*
* *The instructional groupings used are moderately appropriate to the activities.*
* *Few of the materials and resources require student thinking or ask students to explain their thinking.*
* *The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.*
 | * *Most students are intellectually engaged in the lesson.*
* *Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.*
* *Students are invited to explain their thinking as part of completing tasks.*
* *Teacher uses groupings that are suitable to the lesson activities.*
* *Materials and resources require intellectual engagement, as appropriate.*
* *The pacing of the lesson provides students the time needed to be intellectually engaged.*
 | * *Virtually all students are intellectually engaged in the lesson.*
* *Lesson activities require high-level student thinking and explanations of their thinking.*
* *Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.*
* *Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.*
 |
| ***Guiding Question: Were students intellectually engaged in well-designed, scaffolded learning tasks that promoted higher order thinking?*****Evidence:** |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***3d: Using Assessment in Instruction*** | Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment. | Students appear to be only partially aware of the assessment criteria, and teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.  | Students appear to be aware of the assessment criteria, and teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Feedback to groups of students is accurate and specific; some students engage in self-assessment.  | Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. Teacher successfully differentiates instruction to address individual students’ misunderstandings.  |
| ***Critical Attributes*** | * *Teacher gives no indication of what high-quality work looks like.*
* *Teacher makes no effort to determine whether students understand the lesson.*
* *Students receive no feedback, or feedback is global or directed to only one student.*
* *Teacher does not ask students to evaluate their own or classmates’ work.*
 | * *There is little evidence that the students understand how their work will be evaluated.*
* *Teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.*
* *Feedback to students is vague and not oriented toward future improvement of work.*
* *Teacher makes only minor attempts to engage students in self- or peer assessment.*
 | * *Teacher makes the standards of high-quality work clear to students.*
* *Teacher elicits evidence of student understanding.*
* *Students are invited to assess their own work and make improvements; most of them do so.*
* *Feedback includes specific and timely guidance at least for groups of students.*
 | * *Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.*
* *Teacher is constantly “taking the pulse” of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.*
* *Students monitor their own understanding, either on their own initiative or as a result of tasks set by teacher.*
* *High-quality feedback comes from many sources, including students; it is specific and focused on improvement.*
 |
| ***Guiding Question: How was teacher, student, and/or peer assessment used to provide feedback, monitor student learning, and guide future instruction?*** **Evidence:** |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***3e: Demonstrating Flexibility and Responsiveness*** | Teacher adheres rigidly to an instruction plan in spite of evidence of poor student understanding or students’ lack of interest. Teacher ignores student questions; when students have difficulty learning, teacher blames them or their home environment for their lack of success. | Teacher attempts to adjust the lesson to accommodate and respond to student questions and interests with mixed results. Teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use.  | If impromptu measures are needed, teacher makes a minor adjustment to the lesson and does so smoothly. Teacher successfully accommodates student questions and interests. Drawing on a broad repertoire of strategies, teacher persists in seeking approaches for students who have difficulty learning. | Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, teacher persists in seeking effective approaches for students who need help.  |
| ***Critical Attributes*** | * *Teacher ignores indications of student boredom or lack of understanding.*
* *Teacher brushes aside student questions.*
* *Teacher conveys to students that when they have difficulty learning it is their fault.*
* *In reflecting on practice, teacher does not indicate that it is important to reach all students.*
* *Despite evident student confusion, teacher makes no attempt to adjust the lesson.*
 | * *Teacher’s efforts to modify the lesson are only partially successful.*
* *Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.*
* *Teacher conveys to students a level of responsibility for their learning but also his or her uncertainty about how to assist them.*
* *In reflecting on practice, teacher indicates the desire to reach all students but does not suggest strategies for doing so.*
 | * *When improvising becomes necessary, teacher makes adjustments to the lesson.*
* *Teacher incorporates students’ interests and questions into the heart of the lesson.*
* *Teacher conveys to students that s/he has other approaches to try when the students experience difficulty.*
* *In reflecting on practice, teacher cites multiple approaches undertaken to reach students having difficulty.*
 | * *Teacher’s adjustments to the lesson, when needed, are designed to assist individual students.*
* *Teacher seizes on a teachable moment to enhance a lesson.*
* *Teacher conveys to students that s/he won’t consider a lesson “finished” until every student understands and that s/he has a broad range of approaches to use.*
* *In reflecting on practice, teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.*
 |
| ***Guiding Question: How was the lesson adjusted to enhance understanding, incorporate students’ interests, and utilize a wide range of strategies?*** **Evidence:** |

 **Domain 4: Professional Responsibilities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***4a: Reflecting on Teaching*** | Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved. | Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved. | Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. | Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. |
| ***Critical Attributes*** | * *Teacher considers the lesson but draws incorrect conclusions about its effectiveness.*
* *Teacher makes no suggestions for improvement.*
 | * *Teacher has a general sense of whether or not instructional practices were effective.*
* *Teacher offers general modifications for future instruction.*
 | * *Teacher accurately assesses the effectiveness of instructional activities used.*
* *Teacher identifies specific ways in which a lesson might be improved.*
 | * *Teacher’s assessment of the lesson is thoughtful and includes specific indicators of effectiveness.*
* *Teacher’s suggestions for improvement draw on an extensive repertoire.*
 |
| ***Guiding Question: Upon reflection, what worked well and how might the lesson or unit of study be improved for the future?*****Evidence:** |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***4b: Maintaining Accurate Records*** | Teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher’s records for non-instructional activities are in disarray, the result being errors and confusion. | Teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher’s records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by teacher, prone to errors. | Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. | Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records. |
| ***Critical Attributes*** | * *There is no system for either instructional or non-instructional records.*
* *Record-keeping systems are in disarray and provide incorrect or confusing information.*
 | * *Teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.*
* *Teacher’s process for tracking student progress is cumbersome to use.*
* *Teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors.*
 | * *Teacher’s process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.*
* *Teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they’re progressing.*
* *Teacher’s process for recording non-instructional information is both efficient and effective.*
 | *In addition to the characteristics of “proficient”:** *Students contribute to and maintain records indicating completed and outstanding work assignments.*
* *Students contribute to and maintain data files indicating their own progress in learning.*
* *Students contribute to maintaining non-instructional records for the class.*
 |
| ***Guiding Question: What is the process for efficiently and effectively maintaining student records, and how are multiple sources of data utilized to analyze student progress?*** **Evidence:** |

|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| --- | --- | --- | --- | --- |
| ***4c: Communicating with Families*** | Teacher provides little information about the instructional program to families; teacher’s communication about students’ progress is minimal. Teacher does not respond, or responds insensitively, to parental concerns. | Teacher makes sporadic attempts at communication with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families. | Teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. Teacher makes some attempts to engage families in the instructional program.  | Teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. Teacher responds to family concerns with professional and cultural sensitivity. Teacher’s efforts to engage families in the instructional program are frequent and successful. |
| ***Critical Attributes*** | * *Little or no information regarding the instructional program is available to parents.*
* *Families are unaware of their children’s progress.*
* *Family-engagement activities are lacking.*
* *There is some culturally inappropriate communication.*
 | * *School or district-created materials about the instructional program are sent home.*
* *Teacher sends home infrequent or incomplete information about the instructional program.*
* *Teacher maintains school-required grade book but does little else to inform families about student progress.*
* *Some of the teacher’s communications are inappropriate to families’ cultural norms.*
 | * *Teacher regularly makes information about the instructional program available.*
* *Teacher regularly sends home information about student progress.*
* *Teacher develops activities designed to successfully engage families successfully and appropriately in their children’s learning.*
* *Most of teacher’s communications are appropriate to families’ cultural norms.*
 | * *Students regularly develop materials to inform their families about the instructional program.*
* *Students maintain accurate records about their individual learning progress and frequently share this information with families.*
* *Students contribute to regular and ongoing projects designed to engage families in the learning process.*
* *All of teacher’s communications are highly sensitive to families’ cultural norms.*
 |
| ***Guiding Question: What is the process for communicating with and engaging families in the student learning process?*****Evidence:** |
| ***4d: Participating in the Professional Community*** | Teacher’s relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects. | Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher participates in the school’s culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked. | Teacher’s relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. | Teacher’s relationships with colleagues are characterized by mutual support and cooperation, with teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life. |
| ***Critical Attributes*** | * *Teacher’s relationships with colleagues are characterized by negativity or combativeness.*
* *Teacher purposefully avoids contributing to activities promoting professional inquiry.*
* *Teacher avoids involvement in school activities and district and community projects.*
 | * *Teacher has cordial relationships with colleagues.*
* *When invited, teacher participates in activities related to professional inquiry.*
* *When asked, teacher participates in school activities, as well as district and community projects.*
 | * *Teacher has supportive and collaborative relationships with colleagues.*
* *Teacher regularly participates in activities related to professional inquiry.*
* *Teacher frequently volunteers to participate in school events and school district and community projects.*
 | *In addition to the characteristics of “proficient,”** *Teacher takes a leadership role in promoting activities related to professional inquiry.*
* *Teacher regularly contributes to and leads events that positively impact school life.*
* *Teacher regularly contributes to and leads significant district and community projects.*
 |
| ***Guiding Question: How have you contributed to the professional growth of your colleagues? How have your colleagues contributed to your professional growth?*** **Evidence:** |
| ***4e: Growing and Developing Professionally*** | Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities. | Teacher participates to a limited extent in professional activities when they are convenient. Teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. Teacher finds limited ways to assist other teachers and contribute to the profession. | Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. Teacher participates actively in assisting other educators and looks for ways to contribute to the profession. | Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher solicits feedback on practice from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession. |
| ***Critical Attributes*** | * *Teacher is not involved in any activity that might enhance knowledge or skill.*
* *Teacher purposefully resists discussing performance with supervisors or colleagues.*
* *Teacher ignores invitations to join professional organizations or attend conferences.*
 | * *Teacher participates in professional activities when they are required or provided by the district.*
* *Teacher reluctantly accepts feedback from supervisors and colleagues.*
* *Teacher contributes in a limited fashion to professional organizations.*
 | * *Teacher seeks regular opportunities for continued professional development.*
* *Teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.*
* *Teacher actively participates in organizations designed to contribute to the profession.*
 | *In addition to the characteristics of “proficient”:** *Teacher seeks regular opportunities for continued professional development, including initiating action research.*
* *Teacher actively seeks feedback from supervisors and colleagues.*
* *Teacher takes an active leadership role in professional organizations in order to contribute to the profession.*
 |
| ***Guiding Question: What steps are you taking to ensure that you are growing and developing professionally?*** **Evidence:** |
| **4f: Showing Professionalism** | Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students’ needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations | Teacher is honest in interactions with colleagues, students, and the public. Teacher’s attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher’s decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by. | Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.  | Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues. |
| ***Critical Attributes*** | * Teacher is dishonest.
* Teacher does not notice the needs of students.
* The teacher engages in practices that are self-serving.
* The teacher willfully rejects school district regulations.
 | * Teacher is honest.
* Teacher notices the needs of students, but is inconsistent in addressing them.
* Teacher does not notice that some school practices result in poor conditions for students.
* Teacher makes decisions professionally, but on a limited basis.
* Teacher complies with school district regulations.
 | * Teacher is honest and known for having high standards of integrity.
* Teacher actively addresses student needs.
* Teacher actively works to provide opportunities for student success.
* Teacher willingly participates in team and departmental decision-making.
* Teacher complies completely with school district regulations.
 | * Teacher is considered a leader in terms of honesty, integrity, and confidentiality.
* Teacher is highly proactive in serving students.
* Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.
* Teacher takes a leadership role in team and departmental decision-making.
* Teacher takes a leadership role regarding school district regulations.
 |
| ***Guiding Question: Can you provide examples of how you: a) advocate for students; b) willingly participate in team/dept. decision-making; c) comply fully with school and district regulations?*****Evidence:** |

**Form B: Pre-Observation Conference Form**

Teacher: Evaluator:

School/Position:

Pre-Observation Conference Date: Observation Date:

**Pre-Observation Conversation Steps:**

1. Electronically submit evidence in the **Form A: Bismarck-Henning CUSD #1 Framework for Teaching** – Domain 1 and Domain 4 sections no later than three (3) school days before the Pre-Observation Conference.
2. Upload or bring evidence of planning specific to the observation and any additional documents or artifacts that reflect professional practices to the Pre-Observation Conference.
3. Be prepared to discuss the Framework and guiding questions below.

|  |  |
| --- | --- |
| **Conversation Components** | **Observable Components** |
| **Domain 1:****Planning and Preparation** | **Domain 4:****Professional Responsibilities** | **Domain 2:****Classroom Environment** | **Domain 3:****Instruction** |
| 1a - Knowledge of Content and  Pedagogy 1b - Knowledge of Students1c - Setting Instructional  Outcomes\*1d -Knowledge of Appropriate  Resources\*1e -Designing Coherent  Instruction1f - Designing Student  Assessments\* | 4a - Reflecting on Teaching4b - Maintaining Accurate Records4c - Communicating with Families4d - Participating in a Professional  Community4e - Growing and Developing  Professionally4f - Showing Professionalism | 2a - Creating an Environment of  Respect and Rapport 2b - Establishing a Culture for  Learning\*2c - Managing Classroom  Procedures 2d - Managing Student Behavior 2e - Organizing Physical Space | 3a - Communicating with Students\*3b - Using Questioning and  Discussion Techniques\*3c - Engaging Students in  Learning\*3d - Using Assessment in  Instruction\*3e - Demonstrating Flexibility and  Responsiveness  |

\*These components specifically align with implementation of the Common Core State Standards.

|  |
| --- |
| **What do you want your students to know and be able to do? (1a, 1b, 1c)**1. What are some of the skills/knowledge students will need to bring to this lesson (unit) to be successful? (1a)
2. What are some things about your students’ readiness (social skills, routines, self-management, etc.) that are influencing your lesson (unit) design? (1b)
3. What are some special areas/student needs or issues you will need to address? (1b)
4. As you think about what you know about your students and the content, what are some key learning goals? (1c)
 |
| **How will you know when they have learned it? How will you respond if they don’t learn or already know it? (1d, 1e, 1f)**1. Given these goals, how will you monitor student learning? How will you determine students’ learning success? (1f)
2. What are some ways you will ensure high engagement for all students? (1e)
3. What are some resources or materials you/your students will need to support and extend student learning? (1d)
 |
| **What do you want me to specifically observe in this lesson?**  |

Teacher Signature/Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator Signature/Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Form C: Post-Observation Conference Form**

Teacher: Evaluator:

School/Position:

Post-Observation Conference Date: Observation Date:

**Post-Observation Conversation Steps:**

1. The Post-Observation Conference will be held on a mutually agreed upon date/time but no later than nine (9) school days after each formal observation.
2. The Teacher will prepare to discuss the Guiding Questions below and will bring additional documents or artifacts, if any, to the Post-Observation Conference.
3. The Evaluator will bring the most current version of **Form A: Bismarck-Henning CUSD #1 Framework for Teaching** to be reviewed by the Teacher. Evidence may be added or modified based upon additional information and dialogue during the conference.
4. Based upon the post-observation conference, the Evaluator will make necessary modifications to **Form A: Bismarck-Henning CUSD #1 Framework for Teaching** within three (3) school days and provide updated form to the Teacher**.**
5. This form will also be used for the informal observation Post-Conference (if one is held); in the event of an informal observation Post-Conference, the Evaluator will bring the most current version of **an informal observation form developed by the building Evaluator** to be reviewed by the Teacher.

|  |  |
| --- | --- |
| **Domain 1 – Demonstrates effective planning and preparation for instruction through:**1. Knowledge of Content and Pedagogy
2. Knowledge of Students
3. Setting Instructional Outcomes\*
4. Knowledge of Resources
5. Designing Coherent Instruction
6. Designing Student Assessments\*
 | **Domain 2 – Creates an environment conducive for learning by:**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
 |
| **Domain 4 – Demonstrates professionalism by:**1. Reflecting on Teaching
2. Maintaining Accurate Records
3. Communicating with Families
4. Participating in a Professional Community
5. Growing and Developing Professionally
6. Showing Professionalism
 | **Domain 3 – Demonstrates effective instruction by:**1. Communicating with Students\*
2. Using Questioning and Discussion Techniques\*
3. Engaging Students in Learning\*
4. Using Assessment in Instruction\*
5. Demonstrating Flexibility and Responsiveness
 |

\*These components specifically align with implementation of the Common Core State Standards.

**Guiding Questions:**

1. What did your students learn from this lesson? (3d)
2. How did you assess student learning? (3d)
3. How did you alter your instruction based upon your students’ feedback? (3e)
4. If you had another opportunity to teach this lesson to the same group of students, would you do anything differently? Explain. (4a)
5. What next steps are you considering? What support, if any, would be helpful in taking these next steps?

Teacher Signature/Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator Signature/Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

⬜ *Check box if data and evidence collected to date may result in either a Needs Improvement or Unsatisfactory Performance Evaluation Rating (Summative) and complete* ***Form E: Notice of Concern***.

*Initial here if box is checked: Evaluator Initials \_\_\_\_\_\_\_ Teacher Initials \_\_\_\_\_\_\_*

**Form D: Bismarck-Henning CUSD #1 Performance Evaluation Rating (Summative) Form**

Teacher: Evaluator:

School/Position: Current Tenure Status (Tenured/Non-Tenured):

Formal Observation Dates: Informal Observation Dates:

Performance Evaluation Rating Issued Date: Performance Evaluation Conference Date:

Performance Evaluation Rating

[ ]  Excellent

[ ]  Proficient

[ ]  Needs Improvement

[ ]  Unsatisfactory

We have conducted a conversation regarding **Form A: Bismarck-Henning CUSD #1 Framework for Teaching**.The Teacher has the right to attach written comments for inclusion in his/her personnel file maintained in the Bismarck-Henning CUSD #1’s District Office. This overall rating is based on Bismarck-Henning CUSD #1’s Performance Evaluation Definitions.

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| --- | --- | --- | --- |
| Teacher Signature: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  *Signature indicates only that the Teacher has received the evaluation.*  |
| Evaluator Signature: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Form E: Notice of Concern**

Teacher: Evaluator:

School/Position: Date of Observed Practice:

Date of Notification: Date of Meeting:

[ ]  Practice observed on the date above is *Needs Improvement*. I will provide written documentation of this observation within three (3) school days. We will meet on [date] at [time] to discuss this concern in greater detail and to complete the information below. You are entitled to representation at our meeting, but it is your responsibility to secure representation.

[ ]  Practice observed on the date above is *Unsatisfactory*. I will provide written documentation of this observation within three (3) days. We will meet on [date] at [time] to discuss this concern in greater detail and to complete the information below. You are entitled to representation at our meeting, but it is your responsibility to secure representation.

Based upon the evidence collected in **Form A: Bismarck-Henning CUSD #1 Framework for Teaching**, or **an informal observation form developed by the building Evaluator** in the case of an Informal Observation, the highlighted area(s) have been identified as concerns.

|  |  |
| --- | --- |
| **Conversation Components** | **Observable Components** |
| **Domain 1:****Planning and Preparation** | **Domain 4:****Professional Responsibilities** | **Domain 2:****Classroom Environment** | **Domain 3:****Instruction** |
| 1a - Knowledge of Content and  Pedagogy 1b - Knowledge of Students1c - Setting Instructional  Outcomes1d - Knowledge of Resources1e - Designing Coherent  Instruction 1f - Designing Student  Assessments | 4a - Reflecting on Teaching4b - Maintaining Accurate Records4c - Communicating with Families4d - Participating in a Professional  Community4e - Growing and Developing  Professionally4f - Showing Professionalism | 2a - Creating an Environment of  Respect and Rapport 2b - Establishing a Culture for  Learning2c - Managing Classroom  Procedures2d - Managing Student Behavior 2e - Organizing Physical Space | 3a - Communicating with Students3b - Using Questioning and  Discussion Techniques3c - Engaging Students in  Learning3d - Using Assessment in  Instruction3e - Demonstrating Flexibility and  Responsiveness  |

***Note: Steps and supports are to be developed collaboratively by the Evaluator and Teacher.***

**Specific steps to be taken by the Teacher to address identified components:**

**Specific supports that will be provided by the Evaluator to address identified components:**

I acknowledge that I have reviewed and discussed the above concerns with my Evaluator.

Teacher Signature/Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Evaluator Signature/Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Form F: Professional Development Plan**

***(used only with Tenured Teachers)***

Teacher: Evaluator:

School/Position:

Date of Performance Evaluation Rating (Summative): Date of PDP Implementation:

**Required Areas for Improvement** (highlighted)

|  |  |
| --- | --- |
| **Conversation Components** | **Observable Components** |
| **Domain 1:****Planning and Preparation** | **Domain 4:****Professional Responsibilities** | **Domain 2:****Classroom Environment** | **Domain 3:****Instruction** |
| 1a - Knowledge of Content and  Pedagogy 1b - Knowledge of Students1c - Setting Instructional  Outcomes1d - Knowledge of Resources1e - Designing Coherent  Instruction 1f - Designing Student  Assessments | 4a - Reflecting on Teaching4b - Maintaining Accurate  Records4c - Communicating with  Families4d - Participating in a  Professional  Community4e - Growing and Developing  Professionally4f - Showing Professionalism | 2a - Creating an Environment of  Respect and Rapport 2b - Establishing a Culture for  Learning2c - Managing Classroom  Procedures 2d - Managing Student Behavior 2e – Organizing Physical Space | 3a - Communicating with  Students3b - Using Questioning and  Discussion Techniques3c - Engaging Students in  Learning3d - Using Assessment in  Instruction3e - Demonstrating Flexibility  and Responsiveness  |

**Performance Chart** (The table boxes below will expand as you type in each field.)

|  |  |  |  |
| --- | --- | --- | --- |
| **Component** (The teacher will)**:** | **Supports and Resources** (include activities, personnel, training, etc., needed to complete strategies)**:** | **Measurement of Objectives:** | **Progress Review:** |
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**Date Log**

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| --- | --- | --- | --- | --- |
| Progress Review Dates: |  |  |  |  |
| Other Dates (Specify): |  |  |  |  |

The intent of this Professional Development Plan is to assist the teacher in improving performance to an overall rating of *Proficient* or better as designated by State Statute.

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

Evaluator Signature Date

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

Teacher Signature Date

cc: Principal (if different than Evaluator)

 District Personnel File