

SMITHTON COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 130

Formal Observation Document

Final Summative Evaluation Document

Teacher:	Click here to enter text.	Grade Level(s):	Click here to enter text.	Subject(s):	Click here to enter text.
Observer:		Date of Observation:	Click here to enter a date.	Time:	Click here to enter text.

DOMAIN 1: PLANNING AND PREPARATION

Component	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p>1a Knowledge of Content and Pedagogy</p>	<p><input type="checkbox"/> In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p><input type="checkbox"/> Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</p> <p><input type="checkbox"/> Teacher displays little or no understanding of the range of pedagogical approaches suitable to students' learning of the content.</p>	<p><input type="checkbox"/> Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p><input type="checkbox"/> Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p><input type="checkbox"/> Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p><input type="checkbox"/> Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p><input type="checkbox"/> Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p><input type="checkbox"/> Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p><input type="checkbox"/> Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</p> <p><input type="checkbox"/> Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</p> <p><input type="checkbox"/> Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions</p>	<p>Choose an item.</p>
Evidence: Click here to enter text.					

Component	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p>1b Demonstrating Knowledge of Students</p> <p>74</p>	<p><input type="checkbox"/> The teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</p>	<p><input type="checkbox"/> Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</p>	<p><input type="checkbox"/> The teacher understands the active nature of student learning and attains information about levels of development for groups of students.</p> <p><input type="checkbox"/> The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests,</p>	<p><input type="checkbox"/> Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</p>	<p>Choose an item.</p>

			and special needs and attains this knowledge about groups of students.	
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Evidence: [Click here to enter text.](#)

Component	Unsatisfactory	Basic	Proficient	Distinguished	Rating
1c Setting Instructional Outcomes	<input type="checkbox"/> Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. <input type="checkbox"/> Outcomes are stated as activities rather than as student learning. <input type="checkbox"/> Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	<input type="checkbox"/> Outcomes represent moderately high expectations and rigor. <input type="checkbox"/> Some reflect important learning in the discipline and consist of a combination of outcomes and activities. <input type="checkbox"/> Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. <input type="checkbox"/> Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.	<input type="checkbox"/> Most outcomes represent rigorous and important learning in the discipline. <input type="checkbox"/> All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. <input type="checkbox"/> Outcomes reflect several different types of learning and opportunities for coordination. <input type="checkbox"/> Outcomes take into account the varying needs of groups of students.	<input type="checkbox"/> All outcomes represent rigorous and important learning in the discipline. <input type="checkbox"/> The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. <input type="checkbox"/> Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. <input type="checkbox"/> Outcomes take into account the varying needs of individual students.	Choose an item.

Evidence: [Click here to enter text.](#)

Component	Unsatisfactory	Basic	Proficient	Distinguished	Rating
1d Demonstrating Knowledge of Resources	<input type="checkbox"/> Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students	<input type="checkbox"/> Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly	<input type="checkbox"/> Teacher displays awareness of resources - not only through the school and district but also through sources external to the school and on the Internet - available for classroom use, for the expansion of his or her own knowledge, and for students	<input type="checkbox"/> Teacher displays extensive knowledge of resources - not only through the school and district but also in the community, through professional organizations and universities, and on the Internet - for classroom use, for the expansion of his or her own knowledge, and for students	Choose an item.

Evidence: [Click here to enter text.](#)

75

Component	Unsatisfactory	Basic	Proficient	Distinguished	Rating
	<input type="checkbox"/> The series of learning	<input type="checkbox"/> Some of the learning	<input type="checkbox"/> Teacher coordinates	<input type="checkbox"/> Plans represent the	Choose an

<p>1e Designing Coherent Instruction</p>	<p>experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p><input type="checkbox"/>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety</p> <p><input type="checkbox"/>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable</p>	<p>knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p><input type="checkbox"/>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students</p> <p><input type="checkbox"/>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>	<p>coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity</p> <p><input type="checkbox"/>Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.</p> <p><input type="checkbox"/>The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>	<p>item.</p>
<p>Evidence: Click here to enter text.</p>					

Component	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p>1f Designing Student Assessments</p>	<p><input type="checkbox"/>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards</p> <p><input type="checkbox"/>Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction</p>	<p><input type="checkbox"/>Some of the instructional outcomes are assessed through the proposed approach, but others are not</p> <p><input type="checkbox"/>Assessment criteria and standards have been developed, but they are not clear</p> <p><input type="checkbox"/>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes</p> <p><input type="checkbox"/>Teacher intends to use assessment results to plan for future instruction for the class as a whole</p>	<p><input type="checkbox"/>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p><input type="checkbox"/>Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p><input type="checkbox"/>Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p><input type="checkbox"/>Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development</p> <p><input type="checkbox"/>Assessment methodologies have been adapted for individual students, as needed</p> <p><input type="checkbox"/>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</p>	<p>Choose an item.</p>
<p>Evidence: Click here to enter text.</p>					

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p align="center">2a</p> <p>Creating an Environment of Respect and Rapport</p>	<p><input type="checkbox"/> Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</p> <p><input type="checkbox"/> Teacher does not deal with disrespectful behavior.</p>	<p><input type="checkbox"/> Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</p> <p><input type="checkbox"/> Students rarely demonstrate disrespect for one another.</p> <p><input type="checkbox"/> Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p><input type="checkbox"/> Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p><input type="checkbox"/> Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</p> <p><input type="checkbox"/> Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p><input type="checkbox"/> Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p> <p><input type="checkbox"/> Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</p>	<p align="center">Choose an item.</p>

Evidence: [Click here to enter text.](#)

Component	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p align="center">2b</p> <p>Establishing a Culture for Learning</p> <p align="right">77</p>	<p><input type="checkbox"/> The classroom culture is characterized by a lack of teacher or student commitment to learning and/or no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p><input type="checkbox"/> Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for lonely one or two students.</p>	<p><input type="checkbox"/> The classroom culture is characterized by little commitment to learning by the teacher or students.</p> <p><input type="checkbox"/> The teacher appears to be only going through the motions, and the students indicate that they are interested in completion of a task, rather than quality.</p> <p><input type="checkbox"/> The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p><input type="checkbox"/> The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</p> <p><input type="checkbox"/> The teacher conveys that with hard work students can be successful.</p> <p><input type="checkbox"/> Students understand their role as learners and consistently expend effort to them.</p> <p><input type="checkbox"/> Classroom interactions support learning and hard work.</p>	<p><input type="checkbox"/> The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p><input type="checkbox"/> The teacher conveys high expectations for learning by all students and insists on hard work.</p> <p><input type="checkbox"/> Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p>	<p align="center">Choose an item.</p>

Evidence: [Click here to enter text.](#)

Component	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p>2c Managing Classroom Procedures</p>	<p><input type="checkbox"/> Much instructional time is lost through inefficient classroom routines and procedures.</p> <p><input type="checkbox"/> There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p><input type="checkbox"/> There is little evidence that students know or follow established routines</p>	<p><input type="checkbox"/> Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p><input type="checkbox"/> The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</p> <p><input type="checkbox"/> With regular guidance and prompting, students follow established routines.</p>	<p><input type="checkbox"/> There is little loss of instructional time because of effective classroom routines and procedures.</p> <p><input type="checkbox"/> The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p><input type="checkbox"/> With minimal guidance and prompting, students follow established classroom routines.</p>	<p><input type="checkbox"/> Instructional time is maximized because of efficient classroom routines and procedures.</p> <p><input type="checkbox"/> Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</p> <p><input type="checkbox"/> Routines are well understood and may be initiated by students.</p>	<p>Choose an item.</p>

Evidence: [Click here to enter text.](#)

Component	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p>2d Managing Student Behavior</p>	<p><input type="checkbox"/> There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</p> <p><input type="checkbox"/> Students challenge the standards of conduct.</p> <p><input type="checkbox"/> Response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p><input type="checkbox"/> Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p><input type="checkbox"/> Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p><input type="checkbox"/> There is inconsistent implementation of the standards of conduct.</p>	<p><input type="checkbox"/> Student behavior is generally appropriate.</p> <p><input type="checkbox"/> The teacher monitors student behavior against established standards of conduct.</p> <p><input type="checkbox"/> Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p>	<p><input type="checkbox"/> Student behavior is entirely appropriate.</p> <p><input type="checkbox"/> Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</p> <p><input type="checkbox"/> Teachers' monitoring of student behavior is subtle and preventative.</p> <p><input type="checkbox"/> Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>	<p>Choose an item.</p>

Evidence: [Click here to enter text.](#)

Component	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p>2e Organizing Physical Space</p>	<p><input type="checkbox"/>The physical environment is unsafe, or many students don't have access to learning resources.</p> <p><input type="checkbox"/>There is poor coordination between the lesson activities and the arrangement of the furniture and resources, including computer technology.</p>	<p><input type="checkbox"/>The classroom is safe and essential learning is accessible to most students.</p> <p><input type="checkbox"/>The teacher's use of physical resources, including computer technology, is moderately effective.</p> <p><input type="checkbox"/>Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p><input type="checkbox"/>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p><input type="checkbox"/>Teacher makes effective use of physical resources, including computer technology.</p>	<p><input type="checkbox"/>The classroom is safe, and learning is accessible to all students, including those with special needs.</p> <p><input type="checkbox"/>Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p><input type="checkbox"/>Students contribute to the use or adaptation of the physical environment to advance learning.</p>	Choose an item.
Evidence: Click here to enter text.					

DOMAIN 3: INSTRUCTION

Component	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p>3a Communicating with Students</p> <p>79</p>	<p><input type="checkbox"/>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p><input type="checkbox"/>The teacher's explanation of the content contains major errors.</p> <p><input type="checkbox"/>The teacher's spoken or written language contains errors of grammar or syntax.</p> <p><input type="checkbox"/>The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p><input type="checkbox"/>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p><input type="checkbox"/>The teacher's explanation of the content may contain minor errors: some portions are clear; other portions are difficult to follow.</p> <p><input type="checkbox"/>The teacher's explanation consists of a monologue, with no invitation to the student for intellectual engagement.</p> <p><input type="checkbox"/>Teacher's spoken language is correct; however, his or her</p>	<p><input type="checkbox"/>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</p> <p><input type="checkbox"/>Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p><input type="checkbox"/>During the explanation of content, the teacher invites student intellectual engagement.</p> <p><input type="checkbox"/>Teacher's spoken and written</p>	<p><input type="checkbox"/>The teacher links the instructional purpose of the lesson to the student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p><input type="checkbox"/>The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.</p> <p><input type="checkbox"/>Students contribute to the extending the content and help explain concepts to their classmates.</p>	Choose an item.

		vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	language is clear and correct and uses vocabulary appropriate to the students' ages and interests.	<input type="checkbox"/> The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.	
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Evidence: [Click here to enter text.](#)

Component	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p>3b Questioning and Discussion Techniques</p>	<input type="checkbox"/> Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. <input type="checkbox"/> Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. <input type="checkbox"/> A few students dominate the discussion.	<input type="checkbox"/> Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. <input type="checkbox"/> Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. <input type="checkbox"/> Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	<input type="checkbox"/> Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. <input type="checkbox"/> Teacher creates a genuine discussion among students, providing adequate time for student to respond and stepping aside when appropriate. <input type="checkbox"/> Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	<input type="checkbox"/> Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. <input type="checkbox"/> Students formulate many questions, initiate topics, and make unsolicited contributions. <input type="checkbox"/> Student themselves ensure that all voices are heard in the discussion.	Choose an item.

Evidence: [Click here to enter text.](#)

Component	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p>3c Engaging Students in Learning</p> <p>80</p>	<input type="checkbox"/> The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses <input type="checkbox"/> The pace of the lesson is too slow or too rushed <input type="checkbox"/> Few students are intellectually engaged or interested	<input type="checkbox"/> The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant <input type="checkbox"/> The pacing of the lesson may not provide students the time needed to be intellectually engaged	<input type="checkbox"/> The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding <input type="checkbox"/> The pacing of the lesson is	<input type="checkbox"/> Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes <input type="checkbox"/> In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content	Choose an item.

			appropriate, providing most students the time needed to be intellectually engaged	<input type="checkbox"/> The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding <input type="checkbox"/> Students may have some choice in how they complete tasks and may serve as resources for one another.	
Evidence: Click here to enter text.					

Component	Unsatisfactory	Basic	Proficient	Distinguished	Rating
3d Using Assessment in Instruction	<input type="checkbox"/> There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality <input type="checkbox"/> Students do not appear to be aware of the assessment criteria and do not engage in self-assessment	<input type="checkbox"/> Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning <input type="checkbox"/> Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work <input type="checkbox"/> Questions, prompts, and assessments are rarely used to diagnose evidence of learning	<input type="checkbox"/> Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning <input type="checkbox"/> Students appear to be aware of the assessment criteria; some of them engage in self-assessment <input type="checkbox"/> Questions, prompts, assessments are used to diagnose evidence of learning	<input type="checkbox"/> Assessment is fully integrated into instruction through extensive use of formative assessment <input type="checkbox"/> Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria <input type="checkbox"/> Students self-assess and monitor their progress <input type="checkbox"/> A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. <input type="checkbox"/> Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.	Choose an item.
Evidence: Click here to enter text.					

Component	Unsatisfactory	Basic	Proficient	Distinguished	Rating
	<input type="checkbox"/> Teacher adheres to the instructional plan in spite of	<input type="checkbox"/> Teacher attempts to modify the lesson when needed and to	<input type="checkbox"/> Teacher promotes the successful learning of all	<input type="checkbox"/> Teacher seizes an opportunity to enhance learning, building	Choose an item.

<p>3e Demonstrating flexibility and responsiveness</p>	<p>evidence of poor student understanding or lack of interest</p> <p><input type="checkbox"/>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environments</p>	<p>respond to student questions and interests, with moderate success.</p> <p><input type="checkbox"/>Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon</p>	<p>students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p> <p><input type="checkbox"/>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p>	<p>on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.</p> <p><input type="checkbox"/>Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community</p>	
<p>Evidence: Click here to enter text.</p>					

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p>4a Reflecting on Teaching</p>	<p><input type="checkbox"/>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</p> <p><input type="checkbox"/>Teacher has no suggestions for how a lesson could be improved</p>	<p><input type="checkbox"/>Teacher has a generally accurate impression of lesson's effectiveness and the extent to which instructional outcomes were met</p> <p><input type="checkbox"/>Teacher makes general suggestions about how a lesson could be improved</p>	<p><input type="checkbox"/>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</p> <p><input type="checkbox"/>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught</p>	<p><input type="checkbox"/>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 weighting the relative strengths of each</p> <p><input type="checkbox"/>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action</p>	<p>Choose an item.</p>
<p>Evidence: Click here to enter text.</p>					

Component	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p>8 4b Maintaining Accurate Records</p>	<p><input type="checkbox"/>Teacher's system for maintaining information on student completion of assignments and student progress in learning is</p>	<p><input type="checkbox"/>Teacher's system for maintaining information on student completion of assignments and student progress in learning is</p>	<p><input type="checkbox"/>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-</p>	<p><input type="checkbox"/>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-</p>	<p>Choose an item.</p>

	<p>nonexistent or in disarray</p> <p><input type="checkbox"/>Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion</p>	<p>rudimentary and only partially effective</p> <p><input type="checkbox"/>Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors</p>	<p>instructional records is fully effective</p>	<p>instructional records is fully effective</p> <p><input type="checkbox"/>Students contribute information and participate in maintaining the records</p>	
Evidence: Click here to enter text.					

Component	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p>4c</p> <p>Communicating with Families</p>	<p><input type="checkbox"/>Teacher communication with families - about the instructional program, about individual students - is sporadic or culturally inappropriate</p> <p><input type="checkbox"/>Teacher makes no attempt to engage families in the instructional program</p>	<p><input type="checkbox"/>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families</p>	<p><input type="checkbox"/>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress</p> <p><input type="checkbox"/>Teacher makes some attempts to engage families in the instructional program</p> <p><input type="checkbox"/>Information to families is conveyed in culturally appropriate manner</p>	<p><input type="checkbox"/>Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication</p> <p><input type="checkbox"/>Response to family concerns is handled with professional and cultural sensitivity</p> <p><input type="checkbox"/>Teacher's efforts to engage families in the instructional program are frequent and successful</p>	<p>Choose an item.</p>
Evidence: Click here to enter text.					

Component	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p>4d</p> <p>Participating in a professional community</p>	<p><input type="checkbox"/>Teacher's relationships with colleagues are negative or self-serving</p> <p><input type="checkbox"/>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved</p> <p><input type="checkbox"/>Teacher avoids becoming involved in school events or school district projects</p>	<p><input type="checkbox"/>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires</p> <p><input type="checkbox"/>Teacher becomes involved in the school's culture of professional inquiry when invited to do so</p> <p><input type="checkbox"/>Teacher participates in school events and school and district projects when specifically asked to do so</p>	<p><input type="checkbox"/>Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry</p> <p><input type="checkbox"/>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution</p>	<p><input type="checkbox"/>Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty</p> <p><input type="checkbox"/>Teacher takes a leadership role in promoting a culture of professional inquiry</p> <p><input type="checkbox"/>Teacher volunteers to participate in school events and district projects making a substantial contribution, and</p>	<p>Choose an item.</p>
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				assuming a leadership role in at least one aspect of school or district life	
Evidence: Click here to enter text.					

Component	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p>4e Growing and Developing Professionally</p>	<input type="checkbox"/> Teacher engages in no professional development activities to enhance knowledge or skill <input type="checkbox"/> Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues <input type="checkbox"/> Teacher makes no effort to share knowledge with others or to assume professional responsibilities	<input type="checkbox"/> Teacher participates in professional activities to a limited extent when they are convenient <input type="checkbox"/> Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues <input type="checkbox"/> Teacher finds limited ways to contribute to the profession	<input type="checkbox"/> Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill <input type="checkbox"/> Teacher welcomes feedback from colleagues - either when made by supervisors or when opportunities arise through professional collaboration <input type="checkbox"/> Teacher participates actively in assisting other educators	<input type="checkbox"/> Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research <input type="checkbox"/> Teacher seeks out feedback on teaching from both supervisors and colleagues <input type="checkbox"/> Teacher initiates important activities to contribute to the profession	Choose an item.
Evidence: Click here to enter text.					

Component	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p>4f Showing Professionalism</p> <p>84</p>	<input type="checkbox"/> Teacher displays dishonesty in interactions with colleagues, students, and the public <input type="checkbox"/> Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school <input type="checkbox"/> Teacher makes decisions and recommendations based on self-serving interests. <input type="checkbox"/> Teacher does not comply with school and district regulations	<input type="checkbox"/> Teacher is honest in interactions with colleagues, students, and public <input type="checkbox"/> Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school <input type="checkbox"/> Teacher's decisions and recommendations are based on limited but genuinely professional considerations <input type="checkbox"/> Teacher complies minimally with school and district regulations, doing just enough	<input type="checkbox"/> Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public <input type="checkbox"/> Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed <input type="checkbox"/> Teacher maintains an open mind in team or departmental decision making <input type="checkbox"/> Teacher complies fully with school and district regulations	<input type="checkbox"/> Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality <input type="checkbox"/> 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 <input type="checkbox"/> Teacher takes a leadership role in team or departmental decision making and helps	Choose an item.

		to get by		ensure that such decisions are based on the highest professional standards <input type="checkbox"/> Teacher complies fully with school and district regulations, taking a leadership role with colleagues	
Evidence: Click here to enter text.					

Strengths:

Click here to enter text.

Areas for Growth:

Click here to enter text.

We have participated in a conversation on the items outlined in this document.

Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____