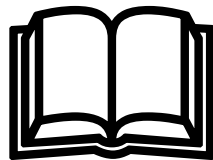


SANFORD SCHOOL DEPARTMENT

TEACHER EVALUATION HANDBOOK



Revised August 2009

TABLE OF CONTENTS

Introduction	3
Philosophy	3
Purpose	3
Expectations	4
Evaluation Procedure for First and Second Year Teachers	5
Evaluation Procedure for Continuing Contract Teachers	6
Evaluation Procedure for Continued Evaluation Status	7
Additional Formal Evaluations	8
Contract Issues Related to Teacher Evaluation	9
Recommendations Regarding Continued employment	9
Evaluation Procedure Timeline	10
Parent/Student Survey Procedures	12
Goal Setting (Attachment 1)	14
Parent/Student Surveys (Attachments 2-5)	16
Evaluation Form (Attachment 6)	20
Domains (Attachment 7)	21

HANDBOOK ON TEACHER EVALUATION

INTRODUCTION

PHILOSOPHY OF SUPERVISION AND EVALUATION

Supervision and evaluation can encourage and facilitate professional growth while assessing performance. It is a cooperative process with the responsibility for accomplishment shared by teacher and evaluator. The teacher should be an active participant in all phases of the process. Parents' and students' voices can also provide an important dimension in this work.

THE PURPOSE OF TEACHER SUPERVISION AND EVALUATION

Supervision is an ongoing process which assists the teacher in delivering quality education for students by providing detailed information on a staff member's current performance level, recognizing strengths as well as noting areas needing improvement, and offering suggestions that are designed to enhance performance.

Evaluation is a summative procedure which assesses individual performance of a teacher over a period of time, identifies the quality of educational practices and teaching performance, and provides detailed information for personnel practices relating to renewal, promotion, assignment, and dismissal.

PROFESSIONAL EXPECTATIONS

Teacher evaluation is based on the Standards for Professional Performance which include the following:

Domains of Teaching

1. Planning and Preparation
 - a. Demonstration Knowledge of Content and Pedagogy
 - b. Demonstrating Knowledge of Students
 - c. Selecting Instructional Goals
 - d. Demonstrate Knowledge of Resources
 - e. Designing Coherent Instruction
 - f. Assessing Student Learning
2. The Classroom Environment
 - a. Creating an Environment of Respect and Rapport
 - b. Establishing a Culture for Learning
 - c. Managing Classroom Procedures
 - d. Managing Student Behavior
 - e. Organizing Physical Space
3. Instruction
 - a. Communicating Clearly and Accurately
 - b. Using Questioning and Discussion Techniques
 - c. Engaging Students in Learning
 - d. Providing Feedback to Students
 - e. Demonstrating Flexibility and Responsiveness
4. Professional Responsibilities
 - a. Reflecting on Teaching
 - b. Maintaining Accurate Records
 - c. Communication with Families
 - d. Contributing to the School District
 - e. Growing and Developing Professionally
 - f. Showing Professionalism

(Listed on pp. 21-34)

EVALUATION PROCEDURE

For First and Second Year Teachers

Three formal evaluations will be completed annually on first and second year teachers. District evaluation forms (Attachment 6) will be used for these evaluations. The supervisor(s) will complete these evaluations by November 1, February 1, and April 1.

During January*, student and parent feedback on teacher performance will be requested using appropriate forms (Attachments 2-5). Data will be collected and reviewed by the supervisor and then the teacher. (The supervisor and teacher may modify the date if needed for scheduling purposes.)

* Student and parent surveys at Sanford High School will be done mid-semester.

By May 14 of the second probationary year, the superintendent will inform the teacher in writing if s/he will be nominated to the School Committee and which continuing contract supervision/evaluation status s/he will have.

❖ *To begin a reflection process with their evaluators, first and second year teacher will be expected to place themselves on the domain rubric.*

EVALUATION PROCEDURE

Professional Development Status For Continuing Contract Teachers

1. Goal setting, a tool for professional growth and better performance, is an important component of self-improvement. Teachers should select serious and substantial goals. *To begin a reflection process with their evaluators, teachers will be expected to place themselves on the domain rubric.* Targeting too many goals fragments efforts and leads to frustration or trivializing of the goals. The number of goals should be determined by the relevance and time required for successful completion. Multi-year goals can be managed by including annual benchmarks.
 - A. Teachers will annually participate in the goal-setting process based on the Domains of Teaching.
 - 1) The supervisor and teacher will agree on goals, strategies, and evaluation methods by October 15. (Can be modified with mutual agreement.)
 - 2) The strategies and evaluation may include peer supervision and assistance; use of videotaping, portfolios, or exhibitions, artifact collections, and journals (documenting classroom events and/or teacher reflection). (Attachment 1)
 - 3) The teacher and supervisor will write ending comments and “sign off” by the end of May.
2. Every third year, teachers will be formally evaluated by their supervisors by February 15. (Attachment 6)
3. Each year during January*, student and parent feedback on teacher performance will be requested. Data will be collected and reviewed by the supervisor and teachers. (*The supervisor and teacher may modify the date if needed for scheduling purposes.) (Attachment 2-5)

Student and parent surveys at Sanford High School will be done mid-semester.

NOTE: A staff member may be placed on continued evaluation status as a result of poor performance of the professional expectations.

EVALUATION PROCEDURE

For Continued Evaluation Status

The primary purpose of continued evaluation status is to provide support to a staff member whose performance appears to be marginal or unsatisfactory, so that the staff member may bring his/her performance to a satisfactory level. Therefore, teachers with continuing contract status should be placed on continued evaluation status prior to not being recommended for continued employment if such recommendation is the result of day-to-day issues this document is designed to improve. The authority for recommendation of employment is statutorily vested with the Superintendent, and placement or failure of placement of a teacher in such status shall not in any way limit or affect the right of the Superintendent to exercise his/her authority pursuant to Title 20-A M.R.S.A. Section 13201.

A second purpose is to enable the Sanford School Department to remove a marginal employee who, despite supervisory support, is unable to meet his/her job responsibilities.

A staff member may be placed on continued evaluation status as a result of poor performance of the professional expectations. The staff member remains on continued evaluation status until the evaluator has determined that the teacher has demonstrated consistent satisfactory performance or he or she has been terminated. When the teacher is on continued evaluation status, the Superintendent will appoint another administrator/supervisor to serve as a consultant to become involved in the process.

1. Teachers whose performance is judged by the supervisor to be marginal or unsatisfactory will go on an Action Plan for improvement.
2. The supervisor will give the teacher in writing the areas in which s/he must reach a level of performance to maintain employment.
3. The supervisor, with input from the teacher, will develop a plan which the teacher must follow. Included in the plan should be the following components:
 - a. The areas of concern and the performance level which the teacher must achieve
 - b. Resources which may be helpful:
 - 1) Books, journals, articles
 - 2) Courses
 - 3) Colleagues to observe
 - 4) Colleagues with whom to collaborate
 - c. A timeline including:
 - 1) When the plan begins
 - 2) The frequency of ongoing observations with feedback (at least at 6-week intervals)
 - 3) When the plan will be re-evaluated

4. At the time of re-evaluation, the supervisor's decision could be one of the following:
 - a. The teacher moves to Professional Development Status.
 - b. The teacher remains at Continued Evaluation Status and a new plan is developed.
 - c. The supervisor recommends termination of employment.

Additional **Formal Evaluations**

An evaluator, including the Superintendent, may request an additional formal evaluation. The Superintendent or his designee shall determine whether or not a formal evaluation shall be conducted. In this case, an administrator from the Superintendent's Office and/or a second principal shall participate in the evaluation by making at least one classroom observation about which a report shall be written. Any teacher desiring an additional formal evaluation shall make a request to the Superintendent. The Superintendent or his/her designee shall determine whether or not an additional formal evaluation shall be conducted.

CONTRACT ISSUES RELATED TO TEACHER EVALUATION

The Teacher Evaluation Handbook is subject to the applicable provisions of the Current Collective Bargaining Agreement regarding Evaluations and Personnel Files and any successor Agreements as may be in force from time to time.

RECOMMENDATIONS REGARDING CONTINUED EMPLOYMENT

While the formal evaluation procedure results in recommendations to the Superintendent of Schools regarding continued employment, action by the Superintendent of Schools and the School Board is governed by statute: Title 20-A MRSA Sections 13201 and 13202. Copies of this statute are available to a teacher upon request.

EVALUATION PROCEDURE TIMELINE

FIRST AND SECOND YEAR TEACHERS

First Week of School

Review of Teacher Evaluation Handbook: Philosophy, Purpose, Professional Expectations, and Evaluation Procedures.

By November 1	First Formal Evaluation	Attachment 6
	<u>Parent and Student Surveys</u>	
During January *	Parent Survey *(or date as adapted on p. 5)	Attachment 2
	Student Survey	Attachments 3 or 4/5
	Student and Parent Surveys at the High School will be conducted six weeks prior to the end of the semester.	
By February 1	Second Formal Evaluation	Attachment 6
By April 1	Third Formal Evaluation	Attachment 6
By May 14 (year 2)	Notification of Contract Status and Evaluation Status	

*Employees who work under the Collective Bargaining Agreement between the School Committee and Sanford Federation of Teachers and do not have assigned classes of students will send surveys to a cross-section of their students and parents.

EVALUATION PROCEDURE TIMELINE

CONTINUING CONTRACT TEACHERS

First Week of School	Review of Teacher Evaluation Handbook: Philosophy, Purpose, Professional Expectations, and Evaluation Procedures.
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By October 15	Finalize goals discussed	Attachment 1
	<u>Parent and Student Surveys</u>	
During January *	Parent Survey *(or date as adapted on p. 6)	Attachment 2
	Student Survey	Attachments 3 or 4/5
	Student and Parent Surveys at the High School will be conducted six weeks prior to the end of the semester.	
By February 15	Formal Evaluation (Every 3 rd year)	Attachment 6
By the end of May	Teacher and supervisor end process for the year by commenting and signing Form #1.	

*Employees who work under the Collective Bargaining Agreement between the School Committee and Sanford Federation of Teachers and do not have assigned classes of students will send surveys to a cross-section of their students and parents.

PARENT/STUDENT SURVEY PROCEDURES

Parent and Student surveys are essential pieces of the evaluation process. A key goal of this component is to give consideration to the role parents and students play in assessing the effectiveness of the learning process. It is important to recognize that no one section of the evaluation process is meant to stand alone but rather joined together in the common goal of improving instruction through constructive feedback.

1. Selection and Distribution of Surveys
 - A. The importance of careful and accurate gathering of information cannot be overemphasized. Since all staff members will be using the survey instruments, careful attention has been given to the selection of questions.
 - B. The following forms are included:

- 1) Parent Evaluation Survey (Attachment 2)
- 2) 4-6 Student Feedback Survey (Attachment 3)
- 3) 7-12 Student Feedback Survey (Attachment 4 & 5)

C. Distribution of all surveys is to be completed during the month of January (or as adapted – p. 5).

D. All teachers (classroom teachers, guidance counselors, specialists*, and special education teachers*) select the appropriate grade level survey. [*Adapt as needed with the approval of supervisor.]

- 1) 4-12 Classrooms will have the student survey distributed by someone other than the classroom teacher.
- 2) Teachers who do not have a classroom as a setting are required to survey a cross section of their students.
- 3) All other student feedback surveys are completed using the following procedure:
 - a. Surveys are distributed during class time.
 - b. Ample time is given for students to complete the survey.
 - c. Surveys are collected by a designated student and returned to the school office.

E. Parent Survey

- 1) Parent surveys are sent home with the students and returned to the school office. (See D2 for directions for those employees without regular classes.)
- 2) Surveys are forwarded to the appropriate supervisor.
 - a. Surveys will be handled as confidential information.
 - b. Supervisors will review the surveys and pass them on to the teachers for review in a timely manner.

2. Review of Survey Information

A. Survey results will be reviewed and discussed by the supervisor and staff member. It is vital that teachers receive feedback and have the opportunity to express agreement or disagreement with the results.

- 1) If necessary, teachers will be encouraged to improve areas of concern. If improvement is necessary, survey results may be documented by the evaluator. Individual surveys, however, will not become part of the teacher's personnel file.

Attachment 1
(By 10/15)

**SANFORD SCHOOL DEPARTMENT
SANFORD, ME**

GOAL SETTING

**PROFESSIONAL DEVELOPMENT
FOR CONTINUING CONTRACT TEACHERS**

Teacher's name _____ Position _____

Evaluator's name _____ Position _____

Date: _____

Performance Evaluation Level: _____

* GOAL: (Area of improvement, or growth, or focus for the year. Use a separate form for each goal.)

* STRATEGIES: (What specific steps, activities, actions, or learnings will you use to accomplish this goal?)

*DOCUMENTATION OF STRATEGIES: (What data or information will you collect, and how will you collect it to indicate that you have accomplished this goal?)

*EVALUATION PLAN:

*SUPERVISORY ASSISTANCE: (What can your supervisor do to support your attainment of this goal?)

Evaluatee's Signature _____ Date _____

Evaluator's Signature _____ Date _____

*SELF-EVALUATION COMMENTS: (How would you evaluate your progress toward attaining the goal? Address each strategy in regard to the degree of success you achieved.)

Date _____ Signature _____

*SUPERVISOR’S COMMENTS: (Has the plan been satisfactorily completed?)

Date _____ Signature _____

(The teacher’s and supervisor’s comments and signatures shall be finalized by May 14.)

Attachment 2

Sanford School Department

Teacher’s name: _____

Parent Survey Form Grades K-12				
Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
The curriculum in my child’s class is challenging and relevant.				
My child has made successful progress this year.				
This teacher treats my child fairly and with respect.				
My child feels safe and comfortable in his/her classroom.				
The teacher recognizes and uses my child’s strengths.				
My child uses what he/she learns at school in other situations.				
My child feels successful at school.				
My child participates in evaluating his/her work.				
My child’s teacher is accessible to me.				
Meetings and conversations with my child’s teacher are helpful.				

This teacher keeps me informed of my child's progress in school.				
This teacher uses a fair grading system.				
The amount of homework my child receives is appropriate.				
My child has the skills to complete his or her homework.				
I am aware of the progress that my child's making with regard to the Maine Learning Results.				

Comments:

Parent Signature (Optional): _____

Attachment 3

Sanford School Department

STUDENT SURVEY 4-6

Your teacher's name _____

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
My teacher helps me understand what I am supposed to do in class and for homework.				
I understand the rules in this class.				
Students in this class usually pay attention to the teacher and to one another.				
All students are treated fairly in this class.				
This class is interesting because we don't do the same things every day.				

Comments:

Attachment 4
Side 1

Sanford School Department
Grades 7-12
STUDENT FEEDBACK FORM

Teacher's Name _____ Student Signature (Optional) _____
Course/Class Name _____ Block/Period _____

1. Does your teacher treat students fairly? Explain.
2. How do you feel about the amount of homework given in this class? Was it appropriate for the class? Explain.
3. What did the teacher do when you asked for extra help?
4. How does your teacher show he/she is interested in you and your work?
5. How does the teacher make the class interesting?
6. Does the teacher welcome student questions? Explain.

7. How does the teacher demonstrate his/her knowledge of the subject?

8. Would you take another course with this teacher? Why or why not.

9. How does your teacher give you feedback on your schoolwork so that you can learn from your successes and your mistakes?

Attachment 5
Side 2

Teacher's name: _____

Student Survey Grades 7-12				
Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
I participate in goal setting.				
I evaluate my work.				
I understand what I am supposed to do in class and for homework.				
Students in this class usually pay attention to the teacher and to one another.				
My teacher and I share the responsibility for learning.				
My teacher is well organized.				
The subject matter of this course is very interesting.				
The pace at which the material is taught is appropriate for me.				

The workload for this course is similar to others of equal credit.				
The teacher lets me know what she/he expects on tests/assignments.				
Tests and assignments are returned promptly to me.				
My teacher knows me.				

Attachment 6

EVALUATION # 1 2 3

Sanford School Department

Evaluation of Teacher Performance

Teacher _____ Date _____

School _____ Grade or Subject Taught _____

COMMENTS

COMMENDATION/RECOMMENDATIONS

STATEMENT OF PERFORMANCE BASED ONLY ON THIS EVALUATION

SUMMARY STATEMENT OF PERFORMANCE BASED ON ACCUMULATED DATA

Evaluator's Signature

Date

TEACHER COMMENTS

Teacher's Signature

Date

Attachment 7

SANFORD SCHOOL DEPARTMENT

263 Main Street
Sanford, Maine 04073

Domains of Teaching

Domain 1: Planning and Preparation Component 1a: Demonstrating Knowledge of Content and Pedagogy Elements: Knowledge of content • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy				
Element	Level of Performance			
	Does not meet	Partially Meets	Meets	Exceeds
Knowledge of Content	Teacher makes content errors or does not correct errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
Knowledge of Prerequisite Relationships	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
Knowledge of Content Related Pedagogy	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate students' misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.

Domain 1: Planning and Preparation				
Component 1b: Demonstrating Knowledge of Students				
Elements: Knowledge of characteristics (intellectual, social, and emotional) of age group • Knowledge of students' varied approaches to learning • Knowledge of students' skills and knowledge • Knowledge of students' interests and cultural heritage				
Element	Level of Performance			
	Does not meet	Partially Meets	Meets	Exceeds
Knowledge of Characteristics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
Knowledge of Students' Varied Approaches to Learning	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays solid understanding of the different approaches to learning that different students exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
Knowledge of Students' Skills and Knowledge	Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs.
Knowledge of Students' Interests and Cultural Heritage	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student.

Domain 1: Planning and Preparation				
Component 1c: Selecting Instructional Goals				
Elements:				
VALUE: Goals represent high expectations for students; and reflect important learning and conceptual understanding, curriculum standards, and frameworks, • CLARITY: Goals are clearly stated as student learning and permit sound assessment. • SUITABILITY FOR DIVERSE STUDENTS: Goals reflect needs of all students in a class. • BALANCE: Goals represent opportunities for different types of learning – for example, thinking as well as knowledge – and coordination or integration within or across disciplines.				
Elements	Level of Performance			
	Does not meet	Partially Meets	Meets	Exceeds
Value	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.	Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
Clarity	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the goals are clear and may include a few activities. Most permit viable methods of assessment.	All the goals are clear, written in the form of student learning, and permit viable methods of assessment.
Suitability for Diverse Students	Goals are not suitable for the class.	Most of the goals are suitable for most students in the class.	All the goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students of group.
Balance	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning and one discipline or strand.	Goals reflect several types of learning and opportunities for integration.	Goals reflect several types of learning and opportunities for integration using student initiative in establishing important learning.

Domain 1: Planning and Preparation				
Component 1d: Demonstrate Knowledge of resources				
Elements: Resources for teaching • Resources for students				
Element	Level of Performance			
	Does not meet	Partially Meets	Meets	Exceeds
Resources for Teaching	Teacher is unaware of resources available through the school or district	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
Resources for Students	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.

Domain 1: Planning and Preparation				
Component 1e: Designing Coherent Instruction				
Elements: Learning activities – Instructional materials and resources • Instructional group • Lesson and unit structure				
Element	Level of Performance			
	Does not meet	Partially Meets	Meets	Exceeds
Learning Activities	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
Instructional Materials and Resources	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
Instructional Group	Instructional groups do not	Instructional groups are	Instructional groups are	Instructional groups are

	support the instructional goals and offer no variety.	inconsistent in suitability to the instructional goals and offer minimal variety.	varied, as appropriate to the different instructional goals.	varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained through out. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different pathways according to students needs.

Domain 1: Planning and Preparation Component 1f: Assessing Student Learning Elements: Congruence with instructional goals • Criteria and standards • Use for planning				
Elements	Level of Performance			
	Does not meet	Partially Meets	Meets	Exceeds
Congruence with Instructional Goals	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach, but many are not.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
Criteria and Standards	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
Use for Planning	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps.

Domain 2: The Classroom Environment				
Component 2a: Creating an Environment of Respect and Rapport				
Elements: Teacher interaction with students • Student interaction				
Element	Level of Performance			
	Does not meet	Partially Meets	Meets	Exceeds
Teacher Interaction With Students	Teacher interaction with at least some students are negative demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

Domain 2: The Classroom Environment				
Component 2b: Establishing a Culture for Learning				
Elements: Importance of the content • Student Pride in work • Expectations for learning and achievement				
Element	Level of Performance			
	Does not meet	Partially Meets	Meets	Exceeds
Importance of Content	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of the work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.
Expectations for Learning and	Instructional goals and activities,	Instructional goals and activities,	Instructional goals and activities,	Both students and teacher

Achievement	interactions, and the classroom environment convey only modest expectations for student achievement.	interactions, and the classroom environment convey inconsistent expectations for student achievement.	interactions, and the classroom environment convey high expectations for student achievement.	establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.
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Domain 2: The Classroom Environment Component 2c: Managing Classroom Procedures Elements: Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and Ed Techs				
Element	Level of Performance			
	Does not meet	Partially Meets	Meets	Exceeds
Management of Instructional Groups	Students, who are not working with the teacher, are not productively engaged in learning,	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
Management of Materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
Performance of Non-instructional	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of Volunteers And Ed techs	Volunteers and Ed techs have no clearly defined duties or do nothing most of the time.	Volunteers and Ed techs are productively engaged during portions of class time but require frequent supervision.	Volunteers and Ed techs are productively and independently engaged during the entire class.	Volunteers and Ed techs make a substantive contribution to the classroom environment.

Domain 2: The Classroom Environment Component 2d: Managing Student Behavior Elements: Expectations • Monitoring of student behavior • Response to student misbehavior				
Element	Level of Performance			
	Does not meet	Partially Meets	Meets	Exceeds
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of Student Behavior	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to Student Misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Domain 2: The Classroom Environment Component 2e: Organizing Physical Space Elements: Safety and arrangement of furniture • Accessibility to learning and use of physical resources				
Element	Level of Performance			
	Does not meet	Partially Meets	Meets	Exceeds
Safety and Arrangement of Furniture	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own purposes in learning.

Accessibility to Learning and use of Physical Resources	Teacher uses physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.
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Domain 3: Instruction				
Component 3a: Communicating Clearly and Accurately				
Elements: Directions and procedures • Oral and written language				
Element	Level of Performance			
	Does not meet	Partially Meets	Meets	Exceeds
Actions and Procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.
Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

Domain 3: Instruction				
Component 3b: Using Questioning and discussion Techniques				
Elements: Quality of questions • Discussion techniques • Student participation				
Elements	Level of Performance			
	Does not meet	Partially Meets	Meets	Exceeds
Quality of Questions	Teacher's questions are virtually all of poor quality.	Teacher's questions are a combination of low and high quality. Only some invite a response.	Most of teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion Techniques	Interaction between teacher and	Teacher makes some attempt to	Classroom interaction represents	Students assume considerable

	students is predominantly recitation style, with teacher mediating all questions and answers.	engage students in a true discussion, with uneven results.	true discussion, with teacher stepping, when appropriate, to the side.	responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student Participation	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

Domain 3: Instruction Component 3c: Engaging Students in Learning Elements: Representation of content • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing				
Element	Level of Performance			
	Does not meet	Partially Meets	Meets	Exceeds
Representation of Content	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality: Some is done skillfully, with good examples;	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.
Activities and Assignments	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional goal	Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes.
Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or	The lesson has a recognizable structure, although it is not uniformly maintained throughout	The lesson has a clearly defined structure around which the activities are organized. Pacing	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate.

	both.	the lesson. Pacing of the lesson is inconsistent.	of the lesson is consistent.	Pacing of the lesson is appropriate for all students.
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Domain 3: Instruction Component 3d: Providing Feedback to Students Elements: Quality: accurate, substantive, constructive, and specific • Timeliness				
Element	Level of Performance			
	Does not meet	Partially Meets	Meets	Exceeds
Quality: Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or is of uniformly poorly quality.	Feedback is inconsistent in quality: Some elements of high quality are present, others are not.	Feedback is consistently high quality.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.
Timeliness	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

Domain 3: Instruction Component 3e: Demonstrating Flexibility and Responsiveness Elements: Lesson adjustment • Response to students • Persistence				
Element	Level of Performance			
	Does not meet	Partially Meets	Meets	Exceeds
Lesson Adjustment	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.
Response to Students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions	Teacher successfully accommodates students'	Teacher successfully accommodates students'

		or interests.	questions or interests.	questions or interests and seizes a major opportunity to enhance learning.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

Domain 4: Professional Responsibilities Component 4a: Reflecting on Teaching Elements: Accuracy • Use in future teaching				
Element	Level of Performance			
	Does not meet	Partially Meets	Meets	Exceeds
Accuracy	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
Use in Future Teaching	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what may be tried another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

Domain 4: Professional Responsibilities Component 4b: Maintaining Accurate Records Elements: Student completion of assignments • Student progress in learning • Non-instructional records				
Element	Level of Performance			
	Does not meet	Partially Meets	Meets	Exceeds
Student Completion Of Assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.

		and only partially effective.		Students participate in the maintenance of records.
Student Progress In Learning	Teacher has no system for maintaining information on student progress in learning.	Teacher's system for maintaining information on student progress in learning is rudimentary.	Teacher's system for maintaining information on student progress in learning is effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.
Non-instructional Records	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.

Domain 4: Professional Responsibilities				
Component 4c: Communication with Families				
Elements: Information about the instructional program • Information about individual students • Engagement of families in the instructional program				
Element	Level of Performance			
	Does not meet	Partially Meets	Meets	Exceeds
Information About the Instructional Program	Teacher provides little information about the instructional program to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides frequent information to parents, as appropriate, about the instructional program.	Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing material for their families.
Information About Individual Students	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns are handled with great sensitivity.
Engagement of Families in the Instructional Program	Teacher makes on attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.

Component 4d: Contributing to the School and District				
Elements: Relationships with colleagues • Service to the school • Participation in school and district projects				
Element	Level of Performance			
	Does not meet	Partially Meets	Meets	Exceeds
Relationships with Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
Service to the School	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
Participation in School And District Projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

Domain 4: Professional Responsibilities				
Component 4e: Growing and Developing Professionally				
Elements: Enhancement of content knowledge and pedagogical skill • Service to the profession				
Element	Level of Performance			
	Does not meet	Partially Meets	Meets	Exceeds
Enhancement of Content Knowledge And Pedagogical Skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.
Service to the Profession	Teacher makes no effort to share knowledge with others or to	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to

	assume professional responsibilities.			contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.
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Domain 4: Professional Responsibilities Component 4f: Showing Professionalism Elements: Service to students • Advocacy • Decision making				
Element	Level of Performance			
	Does not meet	Partially Meets	Meets	Exceeds
Service to Students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is moderately active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision Making	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.