

Waterloo CUSD #5

Teacher Evaluation Toolkit



Version 1.0

2014

Contents

Introduction	3
WCUSD #5 Teacher Evaluation: Mission and Core Beliefs	3
Background: Performance Evaluation Reform	3
WCUSD #5 Teacher Evaluation Design Committee	4
Glossary of Terms	5-6
Summative Evaluation Cycle	7-8
Self-Reflection Forms	9-11
Beginning-of-Year/Cycle Conference Form	12
Professional Growth Form	13
Professional Growth Plan	14
Formal Pre-Observation Forms (Evaluator)	15
Pre-Observation Form	15
Formal Observation Pre-Work (Teacher)	16-17
WCUSD #5 Framework for Teaching (extended version with attributes and examples)	18-69
Formal Post-Observation Form – Pre-Work (Teacher)	70-71
Formal Post-Observation Conference Form (Evaluator)	72
Mid-Year Data Review	73-74
Mid-Year Data Review EXAMPLE	75-76
End-of-Year Conference Form (Evaluator)	77
Summative Rating Form	78-79
Professional Development Plan Forms (PDP)	80-81
Professional Development Plan Summary	82
Remediation Plan Form	83-85
Remediation Plan Summary	86
Acknowledgment Form	87

Introduction

Waterloo Community Unit School District #5 Evaluation: Mission and Core Beliefs

It is the mission of Waterloo Community Unit School District #5 to provide excellent educational experiences for the total development of each student so they can become well-adjusted citizens, making positive contributions to society.

Three core beliefs about an improved teacher evaluation system guide this work:

- 1) An effective evaluation system will help us provide our students with effective teachers.** Research shows that effective teachers make the biggest impact on the quality of our students' educational experiences. We will do everything we can to give all our teachers the support they need to do their best work, because when they succeed, our students succeed. With effective evaluation systems, we can identify and retain excellent teachers, provide useful feedback and support, or intervene when teachers consistently perform poorly.
- 2) Teachers are professionals, and our evaluation system should reflect that.** We have created an evaluation system that gives teachers regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. We're committed to evaluations that are fair, accurate and consistent. The new system will ensure evaluations are based on multiple factors that paint a complete picture of each teacher's success in helping students learn.
- 3) A new evaluation system will make a positive difference in teachers' everyday lives.** Novice and veteran teachers alike can look forward to detailed feedback, tailored to the individual needs of their classrooms and students. Teachers and evaluators will meet regularly to discuss successes and areas for improvement, set professional goals, and create an individualized professional growth plan to meet those goals.

Background: Performance Evaluation Reform

The Performance Evaluation Reform Act (PERA) of 2010 is the result of a collaborative effort among lawmakers, teachers, union leaders, and other education experts to dramatically reform Illinois' education landscape. PERA collaborators designed a law that ensures every district in Illinois will implement a comprehensive evaluation system that:

- Guarantees every teacher and principal is evaluated by a certified evaluator;
- Differentiates continued-service performance among unsatisfactory, needs improvement, proficient, and excellent teachers and administrators;
- Evaluates tenured teachers at least once every two years and non-tenured teachers once every year;
- Provides opportunities for teachers and administrators to reflect on performance and progress and create an individualized professional growth plan;
- Includes student growth as a significant factor in a final performance rating;
- Provides for remediation and support for lower performing teachers;
- Guarantees every evaluated teacher receives a statement of strengths and weaknesses.

PERA 2010 mandates that all districts in the state convene representative stakeholder committees to identify and adopt evaluation systems that meet the requirements of the law and serve the unique needs of the district. All districts must implement principal and teacher evaluation systems that are compliant with state-mandated rules. The rules are currently under development by a state-convened committee called the Performance Evaluation Advisory Committee (PEAC).

PERA Guidelines: Evaluation Cycles

PERA also provides guidelines around how often teachers must be evaluated and how many times teachers must be observed during this evaluation cycle. As outlined by state law, all non-tenured teachers must be evaluated every year, and these non-tenured teachers must have at least two formal observations and one informal observation during this one-year evaluation cycle. Tenured teachers who receive *Proficient* or *Excellent* ratings will receive a summative evaluation once every two years, and these teachers must have one formal and one informal observation during this two-year cycle. Tenured teachers who do not receive *Proficient* or *Excellent* ratings (e.g. Unsatisfactory or Needs Improvement) must be evaluated every year.

WCUSD #5 Teacher Evaluation Design Committee

Waterloo Community Unit School District #5 assembled a design committee to make decisions regarding the design and implementation of the new teacher evaluation system. The WCUSD #5 evaluation committee consists of teachers, union representation, and a district official. The committee convened in Fall 2012, and will continue to meet through the implementation and refinement of the evaluation system. The following individuals serve on the committee:

Jennifer Moehrs – W.J. Zahnow Elementary Teacher
Mary Gardner – W.J. Zahnow Elementary Principal
Robyn Gaubatz – Rogers Elementary Teacher
Brian Smith – Rogers Elementary Principal
Kara Lavoie – Gardner Elementary Teacher
Dawn Ivers- Gardner Elementary Principal
Krista Adams – WCUSD #5 Junior High School Teacher
Nicholas Schwartz – WCUSD #5 Junior High School Principal
Richard McDermott – WCUSD #5 High School Teacher; WCTA President
Brian Charron – WCUSD #5 High School Principal
John Schmieg – WCUSD #5 Curriculum Coordinator

The work of the committee has been driven by a shared vision of a teacher evaluation system that incorporates student achievement and growth, supports the work of teachers, helps in further developing a collaborative relationship between teachers and administrators, and is a transparent, objective process. Inherent in this vision are the following expected outcomes:

- Improved student achievement
- An increase in the quantity and quality of feedback to teachers from evaluators
- Evaluations that are fair, accurate, and consistent
- A more accurate assessment of performance and support needs, leading to appropriately differentiated professional support for teacher

Glossary of Terms

Self-Reflection Form: The intent of this form is to help a teacher to reflect upon his/her performance in order to highlight strengths and weaknesses according to *The WCUSD #5 Framework for Teaching*. The self-assessment should be completed by the teacher prior to the Beginning-of-Year Conference (BYC) and discussed during this time. It should also be completed again prior to the Mid-Year Conference (MYC).

Beginning-of-Year Conference (BYC) Form: The Beginning-of-Year Conference (BYC) focuses on discussion of the teacher self-assessment as well as formation of a Professional Growth Plan. The form included in this toolkit describes the conversation and serves as an agreement between the evaluator and the teacher to hold each other mutually accountable for development.

Professional Growth Plan: Based upon his/her own self-assessment, the teacher will draft professional development goals for the year. These goals translate into a Professional Growth Plan. This plan is discussed and finalized during the BYC. Goals should be revisited and revised during the Mid-Year Conference.

Formal Observation: A formal observation is an observation that is one full lesson in length and must incorporate the beginning, middle, and end of a lesson. [Pending Memorandum of Understanding] A set of conferences accompanies the formal observation. This includes a pre-observation conference prior to the observation and a post-observation conference within seven workdays after the observation. A teacher must receive written feedback following a formal observation before or during the post-conference. The teacher and evaluator must complete any appropriate paperwork prior to any conferences.

Informal Observation: An informal observation need not be announced. There are no conferencing requirements around informal observations, but it is expected that a post-observation conference will be scheduled if a teacher is at risk for receiving an “Unsatisfactory” or “Needs Improvement” rating. A teacher or an evaluator may request a post-conference. A teacher must receive written feedback of any evidence within five workdays after the informal observation if any of the evidence will be used in the summative evaluation.

Formal Pre-Observation Form: The Pre-Observation form is designed for teachers to provide information to evaluators in advance of a formal observation. The teacher indicates any important information about the lesson as well as the class and anything else he/she wants the evaluator to know in advance. The pre-observation form is filled out in advance of and used for discussion during the Pre-Observation Conference.

Formal Observation Form: Teachers must receive feedback within seven working days of their formal observation. This feedback may be captured in an additional form or a copy of the completed observation form, but should be shared through conversation between the evaluator and teacher when appropriate. While evidence may be collected on optional tools, teachers will receive a rubric with evidence.

Teacher Post-Observation Form: Post-observation form for teacher helps the teacher reflect on the observation. These forms must be completed in advance of the Post-Observation Conference and then discussed during the conference. Feedback from the evaluator must be provided in writing to the teacher during this conference.

Mid-Year Data Review and Mid-Year Conference (MYC): Teachers will review data and their goals mid-year with their colleagues prior to meeting with the evaluator. Then, during the MYC, evaluators and teachers discuss the mid-year self-reflection as well as progress made toward the Professional Growth Goals. Together, they should modify these goals as necessary. In addition, the evaluator may choose to use the MYC to provide an initial, formative assessment of performance

Glossary of Terms

on *The WCUSD #5 Framework for Teaching*. If the teacher is in danger of receiving a *Needs Improvement* or *Unsatisfactory* rating, this is the time to establish a support plan for teachers to be followed during the second half of the year.

End-of-Year Conference (EYC) Form: This form is designed to help evaluators identify the teacher's strengths and areas of weakness. It should be completed by the evaluator prior to the EYC. The EYC should focus on the final teacher self-assessment, progress made towards professional development goals, identifying growth areas, and the final summative rating.

Summative Rating Form: This form is to be jointly reviewed by the teacher and evaluator during the End-of-Year Conference. The Rating is to be based on data collected over the course of the evaluation cycle using the WCUSD #5 Operating Principles as defined within the Guidebook.

Evaluators

Any trained administrator may perform a formal or informal observation. Informal observations may be conducted by trained non-administrative personnel, but cannot take place of the required informal observation(s) required by the administrative evaluator.

Professional Development Plan (PDP) – The Performance and Evaluation Reform Act includes the language regarding the creation of a Professional Development Plan for a teacher in contractual continued service (tenured) who is rated *Needs Improvement*.

Note: The Performance Evaluation Reform Act (PERA) of 2010 requires that teachers receiving Needs Improvement ratings develop a professional development plan “directed to the areas that need improvement and any supports that the district will provide to address the areas identified as needing improvement.” It is therefore essential that a formal professional development plan include both a summary of areas in need of improvement and any resources a district will provide to support improvement. Teachers receiving a rating of *Unsatisfactory* must be provided additional resources, including a consulting teacher, which must be included in a formal Remediation Plan. See the Guidelines for Remediation Plan for additional requirements.

Remediation Plan (RP) – The Performance and Evaluation Reform Act includes the language regarding the development of a Remediation Plan for a teacher in contractual continued service (tenured) who is rated *Unsatisfactory* as a result of the performance observations or were evaluated less than *Proficient* or *Excellent* at the completion of the Professional Development Plan, in order to correct deficiencies cited, provided the deficiencies can be remediated.

Note: Tenured teachers must be evaluated at least once in the school year following the receipt of a summative *Unsatisfactory* rating. The evaluation cycle must include a minimum of three (3) observations, of which two (2) must be a formal observation. Teachers who are rated *Proficient* or *Excellent* at that time will be reinstated to the evaluation process for *Proficient* and *Excellent* Individual Growth Plan. If, at the conclusion of the remediation period, the teacher has not corrected performance, the teacher is subject to dismissal.

If a teacher successfully completes a remediation plan and then receives a second *unsatisfactory* rating in any evaluation during the 36-month period following the completion of the remediation plan, the school district may forego remediation and seek dismissal.

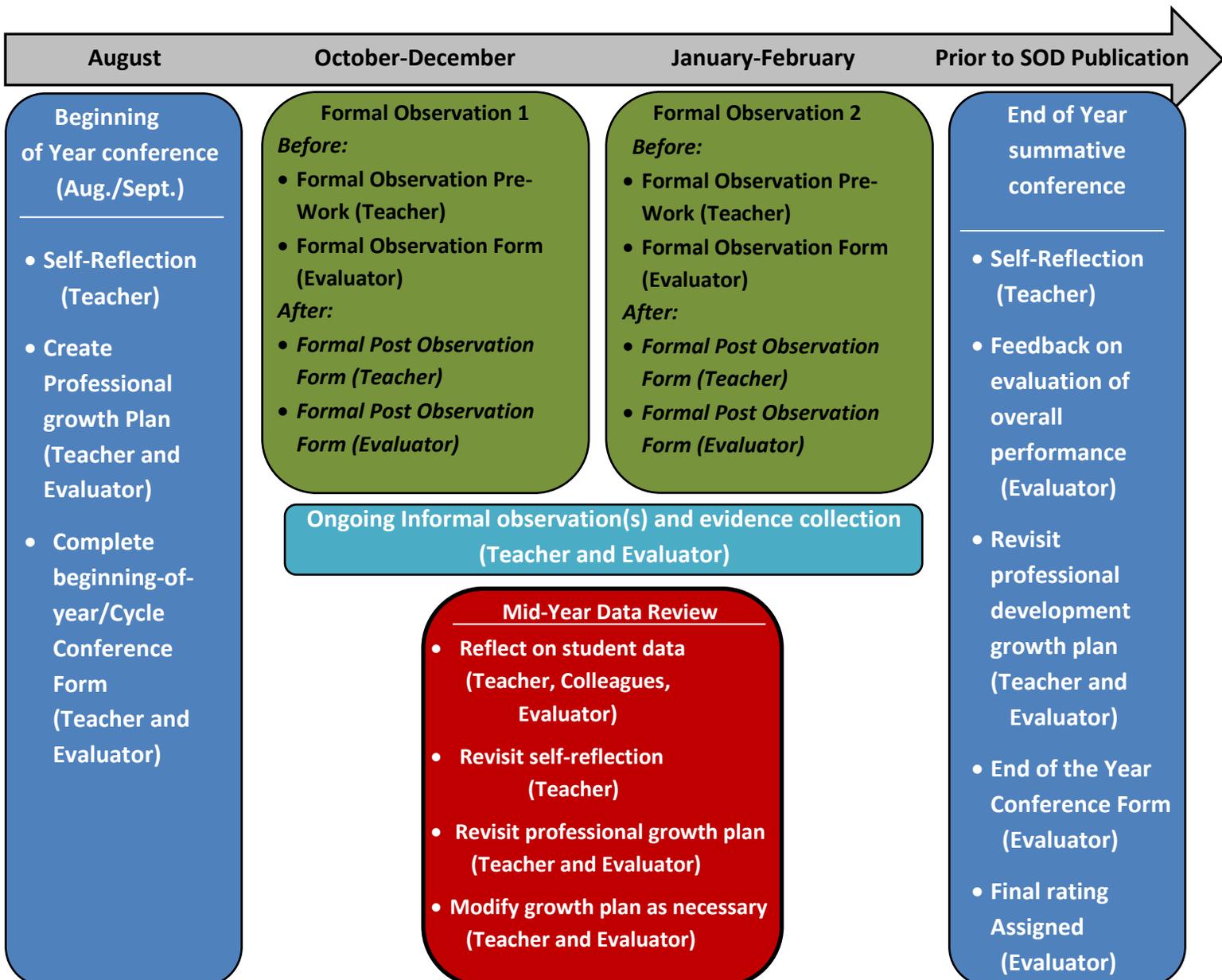
Summative Evaluation Cycle

All teachers and specialists across the district will be evaluated using *The WCUSD #5 Framework for Teaching* beginning in SY 2014-15.

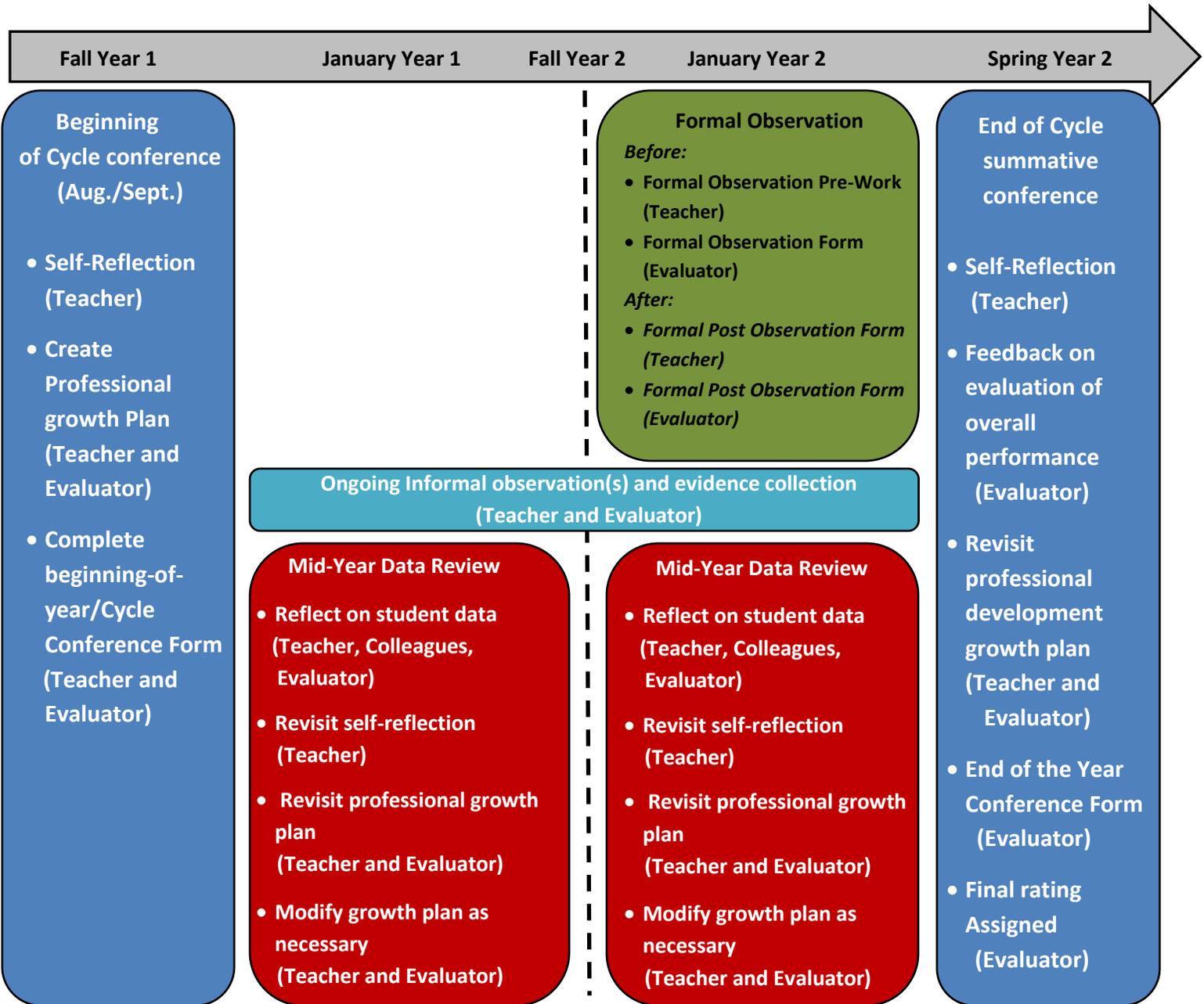
The evaluation cycle will begin with a teacher's self-reflection in preparation for his/her Beginning of Year Conference. During the Beginning of Year Conference, a teacher and an evaluator will discuss and draft between two and five professional goals for that teacher based upon the evaluator practice rubric. The teacher's goals translate into that teacher's Professional Growth Plan. The teacher and evaluator will use that Professional Growth Plan throughout the year and will specifically revisit the document during a Mid-Year Conference and an End of Year Summative Conference. Furthermore, the teacher and evaluator will participate in additional collections of evidence, including an observation cycle, in order to gauge and support that teacher's progress.

See the observation schedules below for non-tenured and tenured teachers.

Detailed Observation Cycle for Non-Tenured Teachers



Detailed Observation Cycle for Tenured Teachers



Self-Reflection Forms

Purpose: The self-reflection will serve three purposes: (1) to create a time and place for the teacher to reflect on his/her practice and assess your performance, (2) to help inform and facilitate a reflective dialogue on your performance with your evaluator, and (3) to help you identify areas for improvement and areas for growth.

Directions: Teachers will complete self-reflections prior to the Beginning, Mid-Year Data-Professional Goals Review, and End of Year/Cycle Conferences. This follows a three-step process and begins with “Prompts for Reflection.” During this time, the teacher should think through these questions. **No written responses are required for the prompts in Part 1, and the teacher should focus only on the most relevant questions**, with the goal being to prompt thinking regarding strengths and areas for growth. After reviewing the prompts, the teacher should complete Part 2 (Self Reflection Domains) and Part 3 (Self Reflection Narrative) with written responses. By completing this three-part reflection, the teacher is preparing for a meaningful and targeted conversation with their evaluator, where the teacher and evaluator can collaborate to establish Professional Growth goals and reflect on growth throughout the year. This process should take no more than 15-30 minutes to prepare for each conference.

Part 1: Prompts for Reflection

Beginning of Year Prompts:

1. In what areas did my students grow last year and where did they struggle, based upon state, district, or teacher created assessments?
2. What strategies can I employ to help improve student learning outcomes this school year? What data, procedures, and information can I use to drive my instructional choices to ensure that I meet the educational needs of all the students in my classroom?
3. What can I do to make sure my support team and/or colleagues know my needs and can help guide me through tough decisions?
4. In what ways could I improve and monitor the extent to which I am being consistent enough for the students to comprehend my management expectations?
5. How can I build rapport and respectful relationships with my students to help boost their learning?
6. How do I begin to plan to that the reflective cycle of inquiry (plan-teach-assess-reflect) is routinely a part of my daily practice?
7. In which areas would I like focus my professional growth this year? What types of related activities do I think would be helpful to continuously grow and improve my instructional practice and impact on student learning?

Mid-Year Prompts:

1. Are there any new areas of focus I would like to add or amend in my growth plan? Or additional activities I would like to consider?
2. As I review my students’ data, are they making significant progress? In what area(s) are the students excelling/struggling?
3. Am I differentiating instruction sufficiently to meet the instructional needs of all my students? Am I providing the rigor to the assignments? Are my instructional choices meaningful and relevant to my students? What changes do I need to make now to ensure success for all my students?
4. What specific skills, protocols, and tools do I need to improve my instructional effectiveness throughout the rest of the school year?

End of Year Prompts:

1. Did my students make significant learning gains? What were some of instructional practices that allowed my students to grow and learn this school year? And what practices did not promote growth?
2. How can I prepare/change my instructional practices for next year to drive improved student learning?
3. How can I use data more effectively to drive instruction and ensure that all of my students are successful next year?
4. What has been the area of my greatest professional learning and growth this school year? To what can I attribute to that growth?
5. In what ways should I focus my professional growth and learning for next year?

Part 2: Self Reflection- Domains: Elements

Directions: Within each Domain, *identify 1-3 elements* from the *WCUSD #5 Framework for Teaching Reflection Rubric* that are *strengths* and *1-3 elements for professional growth* (this will result in at least 4 total strengths and 4 areas for growth). Use prior evaluations and other data to provide rationale as to why you selected these competencies. Record the strengths and areas for growth in the appropriate boxes.

Domain	Strength(s)	Area for Growth
Domain 1 Planning and Preparation		
Domain 2 Classroom Environment		
Domain 3 Instruction		
Domain 4 Professional Responsibilities		

Part 3: Self Reflection- Narrative

Directions: Please respond to each of the following prompts below with written responses.

1. **Prioritize.** Review your areas of growth identified in Part 2: Self Reflection- Domains: Elements. Reflect on your professional growth over the last year and *prioritize 2-5 areas for growth* that are most important for your professional growth and will yield the best outcomes for your students. These areas for growth must be aligned with *The WCUSD #5 Framework for Teaching*.

1.
2.
3. (Optional)
4. (Optional)
5. (Optional)

2. **Explanation.** In 2-3 sentences, explain why you selected the areas for growth above. This rationale may include previous evaluation feedback, student data, or other data. These areas of growth will be the basis of your Professional Growth Plan.

--

3. **Use in teaching.** Briefly, explain how focusing on these areas for growth will help you improve as a professional and how you will use any support inside the classroom. How will focusing on these areas impact your work as a teacher and professional?

--

Beginning-of-Year/Cycle Conference Form

The Beginning-of-Year Conference is intended as a time for teacher and evaluator to discuss professional goals for the year/cycle. The conversation should be structured around the individual teacher's goals and support needed for the upcoming year/cycle. Conversation participants should sign and file the bottom section of this sheet to document that the conversation occurred.

Prior to the conference:

- The teacher should complete a Self-Reflection process. (Part 1: Prompts for Reflection; Part 2: Self Reflection Domain: Elements; and Part 3: Self Reflection-Narrative, which will include a draft with a minimum of two areas for growth).
- The evaluator and teacher should individually review the previous year's summative evaluation as a point of reference for the new year/cycle.

During the conference:

- The evaluator and teacher should review the teacher's self-reflection results.
- The evaluator and teacher should formalize 2-5 professional growth goals for the year using the Professional Growth Plan form (found on the following page of this toolkit).

Our signatures below confirm that we have met and established a Professional Growth Plan for the upcoming school year and will revisit the Professional Growth Plan at the Mid-Year Data Review and End of Year Conference.

Teacher Signature: _____

Evaluator Signature: _____

Meeting Date: ____/____/____

Please Note: *The evaluator may change, with notice, during the evaluation cycle.*

A copy of this form as well as the agreed upon Professional Growth Plan will be kept in the teacher's evaluation file for future reference.

Professional Growth Form

Directions: Using your Self Reflection, relevant student learning data, evaluation feedback, previous professional learning, and prior growth plans, establish 2* areas of professional growth with your evaluator and list them below. These should be elements from the *WCUSD #5 Framework for Teaching*. One goal should be from domain 1 or 4 (off stage) and the other from domains 2 or 3 (onstage). This should be a collaborative process in which the teacher and evaluator attempt to reach consensus on these goals. However, if the teacher is at risk for receiving an “Unsatisfactory” rating, these growth goals must be approved by the evaluator.

Each of your goals is important, but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

Goals*
1.
2.
3. (Optional)
4. (Optional)
5. (Optional)

*The number of required goals may be increased in the future once the evaluation system has been in place for two years.

Professional Growth Plan

Teacher Name: _____ Date: _____

Professional Growth Goal: # _____						
Overall Goal: <i>Using your most recent evaluation and formative information, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to The Waterloo Framework for Teaching.</i>	Action Steps and Data: <i>Include detailed steps and the data you will use to determine whether each benchmark is met.</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the year. Also include data you will use to ensure your progress is achieved at each benchmark.</i>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
	Action Step: 1	_____	_____	_____	_____	
		Data:	Data:	Data:	Data:	
	Action Step: 2	_____	_____	_____	_____	
		Data:	Data:	Data:	Data:	

Formal Pre-Observation Forms (Evaluator)

Pre-Observation Form

It is required that the teacher completes the 2-page Formal Observation Pre-Work form with Guiding Questions 1-8 and arrives prepared to discuss these questions at the pre-observation conference. Refer to the *WCUSD #5 Framework for Teaching* Observation Rubric in preparation for the conference. The evaluator uses this form to guide the Pre-Observation Conference in preparation for the Observation.

Name of Educator:	
School:	
Grade Level/Subject(s):	
Name of Observer:	
Date of Pre-Observation Conference:	
Date of Scheduled Classroom Observation:	
Common Core State Standard (if applicable):	
Learning Outcome(s): (1c)	

Interview Protocol for a Pre-Observation Conference

Guiding questions:

1. To which part of your curriculum does this lesson relate? (1a)
2. How does this learning "fit" in the sequence of learning for this class? (1a, 1b, 1c)
3. Briefly describe the students in this class, including those with special needs. (1b)
4. What do you want the students to understand? (1c, 1e)
5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using. (1d)
6. How will you differentiate instruction for different individuals or groups of students in the class? (1b,1c,1d)
7. How and when will you know whether the students have learned what you intend? (1e)
8. Evidence will be gathered for components in Domains 2 and 3. However, there might be specific components where additional feedback is requested. Which specific components within Domains 2 and 3 would you like the evaluator to pay special attention to during the lesson?

Component Focus:	Domain 2: _____ Domain 3: _____
-------------------------	---

Formal Observation Pre-Work (Teacher)

The **teacher** should complete this form and submit a copy of the lesson plan to evaluator **2 working days** prior to formal observation.

Name of Teacher:	
School:	
Grade Level/Subject:	
Name of Evaluator:	
Date of Scheduled Classroom Observation:	
Common Core State Standard (if applicable):	
Learning Outcome(s):	

<i>Conversation Components ("Off Stage")</i>		<i>Observable Components ("On Stage")</i>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 Classroom Environment</i>	<i>Domain 3 Instruction</i>
1a - Demonstrating Knowledge of Content and Pedagogy 1b - Demonstrating Knowledge of Students 1c - Setting Instructional Outcomes 1d - Demonstrating Knowledge of Resources 1e - Designing Coherent Instruction 1f - Designing Student Assessments	4a - Reflection on Teaching 4b - Maintaining Accurate Records 4c - Communicating with Families 4d - Participating in a Professional Community 4e - Growing and Developing Professionally 4f - Showing Professionalism	2a - Creating an Environment of Respect and Rapport 2b - Establishing a Culture for Learning 2c - Managing Classroom Procedures 2d - Managing Student Behavior 2e - Organizing Physical Space	3a - Communicating with Students 3b - Using Questioning and Discussion Techniques 3c - Engaging Students in Learning 3d - Using Assessment in Instruction 3e - Demonstrating Flexibility and Responsiveness

Guiding Questions for Pre-Observation Conference

Provide written responses below. The evaluator may use these questions and your responses to structure the Pre-Observation Conference.

1. To which part of the curriculum does this lesson relate? (1a)

2. How does this learning "fit" in the sequence of learning for this class? (1a, 1b, 1c)

3. Briefly describe the students in this class, including those with special needs. (1b)

4. What are your learning objectives for this lesson? What do you want students to understand? (1c, 1e)

4. How will you engage students in learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using. (1d)

5. How will you differentiate instruction for different individuals or groups of students in the class? (1b, 1c, 1d)

6. How and when will you know whether the students have learned what you intend? (1e)

8. Is there any particular component you would like the evaluator to observe during the lesson? Why?

Component Focus:	Domain 2: _____ Domain 3: _____
------------------	---------------------------------

Waterloo Community Unit School District #5 Framework for Teaching

Directions: Evaluators and teachers may use the Complete Framework as a reference, to better understand the actions associated with performance level and when making summative decisions. The Observation Rubric should be used during any formal or informal observation or any conference.

Domain 1: Planning and Preparation

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

	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>1a: Demonstrating Knowledge of Content and Pedagogy</i>	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • <i>Teacher makes content errors.</i> • <i>Teacher does not consider prerequisite relationships when planning.</i> • <i>Teacher's plans use inappropriate strategies for the discipline.</i> 	<ul style="list-style-type: none"> • <i>The teacher's knowledge of the discipline is rudimentary</i> • <i>Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</i> • <i>Lesson and unit plans use limited instructional strategies and some are not suitable to the content.</i> 	<ul style="list-style-type: none"> • <i>The teacher can identify important concepts of the discipline, and their relationships to one another.</i> • <i>The teacher consistently provides clear explanations of the content.</i> • <i>The teacher answers students' questions accurately and provides feedback that furthers their learning.</i> • <i>Instructional strategies in unit and lesson plans are entirely suitable to the content</i> 	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> • <i>Teacher cites intra- and inter-disciplinary content relationships.</i> • <i>The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.</i> • <i>The teacher's plans reflect recent developments in content-related pedagogy.</i>
<i>Possible Examples</i>	<ul style="list-style-type: none"> • <i>The teacher says, "The official language of Brazil is Spanish, just like other South American countries."</i> • <i>The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."</i> • <i>The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.</i> • <i>The teacher plans to forge ahead with a lesson on addition with re-grouping, even though some students have not fully grasped place value.</i> • <i>The teacher always plans the same routine to study spelling: pre-test on Monday, copy the words 5 times each on Tuesday and Wednesday, test on Friday.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.</i> • <i>The teacher realized her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angle measurement.</i> • <i>The teacher plans to expand a unit on civics by having students simulate a court trial.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>In a unit on 19th century literature, the teacher incorporates information about the history of the same period.</i> • <i>Before beginning a unit on the solar system, the teacher surveys the class on their beliefs as to why it is hotter in the summer than in the winter.</i> • <i>And others...</i>

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

	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>1b: Demonstrating Knowledge of Students</i>	Teacher demonstrates minimal understanding of how students learn - and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages – and does not indicate that such knowledge is valuable.	Teacher demonstrates generally accurate minimal understanding of how students learn - and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	Teacher understands the active nature of student learning, and attains information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • <i>Teacher does not understand child development characteristics and has unrealistic expectations for students.</i> • <i>Teacher does not try to ascertain varied ability levels among students in the class.</i> • <i>Teacher is not aware of student interests or cultural heritages.</i> • <i>Teacher takes no responsibility to learn about students’ medical or learning disabilities.</i> 	<ul style="list-style-type: none"> • <i>Teacher cites developmental theory, but does not seek to integrate it into lesson planning.</i> • <i>Teacher is aware of the different ability levels in the class, but tends to teach to the “whole group.”</i> • <i>The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.</i> • <i>The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.</i> 	<ul style="list-style-type: none"> • <i>The teacher knows, for groups of students, their levels of cognitive development</i> • <i>The teacher is aware of the different cultural groups in the class.</i> • <i>The teacher has a good idea of the range of interests of students in the class.</i> • <i>The teacher has identified “high,” “medium,” and “low” groups of students within the class.</i> • <i>The teacher is well-informed about students’ cultural heritage and incorporates this knowledge in lesson planning.</i> • <i>The teacher is aware of the special needs represented by students in the class.</i> 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • <i>The teacher uses ongoing methods to assess students’ skill levels and designs instruction accordingly.</i> • <i>The teacher seeks out information from all students about their cultural heritage.</i> • <i>The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</i>
<i>Possible Examples</i>	<ul style="list-style-type: none"> • <i>The lesson plan includes a teacher presentation for an entire 30 minute period to a group of 7-year olds.</i> • <i>The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>The teacher’s lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students.</i> • <i>In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.</i> • <i>Lesson plans make only peripheral reference to students’ interests</i> • <i>The teacher knows that some of her students have IEPs but they’re so long, she hasn’t read them yet.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>The teacher creates an assessment of students’ levels of cognitive development.</i> • <i>The teacher examines students’ previous year’s information to ascertain the proficiency levels of groups of students in the class.</i> • <i>The teacher administers a student interest survey at the beginning of the school year.</i> • <i>The teacher plans activities using his knowledge of students’ interests.</i> 	<ul style="list-style-type: none"> • <i>The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.</i> • <i>The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning.</i> • <i>The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging, but not too difficult.</i>

	Unsatisfactory	Needs Improvement	Proficient	Excellent
			<ul style="list-style-type: none"> • <i>The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.</i> • <i>The teacher realizes that not all of his students are Christian, so he plans to read a Hanukah story in December.</i> • <i>The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their Social Studies unit studying South America.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>The teacher attended the local Mexican heritage day, meeting several of his students' extended family members.</i> • <i>The teacher regularly creates adapted assessment materials for several students with learning disabilities.</i> • <i>And others...</i>

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

	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>1c: Setting Instructional Outcomes</i>	Outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Outcomes, on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • <i>Outcomes lack rigor.</i> • <i>Outcomes do not represent important learning in the discipline.</i> • <i>Outcomes are not clear or are stated as activities.</i> • <i>Outcomes are not suitable for many students in the class.</i> 	<ul style="list-style-type: none"> • <i>Outcomes represent a mixture of low expectations and rigor.</i> • <i>Some outcomes reflect important learning in the discipline.</i> • <i>Outcomes are suitable for most of the class.</i> 	<ul style="list-style-type: none"> • <i>Outcomes represent high expectations and rigor.</i> • <i>Outcomes are related to “big ideas” of the discipline.</i> • <i>Outcomes are written in terms of what students will learn rather than do.</i> • <i>Outcomes represent a range of outcomes: factual knowledge, conceptual understanding, reasoning, social, social interaction, management, and communication.</i> • <i>Outcomes are differentiated where necessary, are suitable to groups of students in the class.</i> 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • <i>Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.</i> • <i>Teacher connects outcomes to previous and future learning</i> • <i>Outcomes are differentiated to encourage individual students to take educational risks.</i>
<i>Possible Examples</i>	<ul style="list-style-type: none"> • <i>A learning outcome for a fourth grade class is to make a poster illustrating a poem.</i> • <i>All the outcomes for a ninth grade history class are factual knowledge.</i> • <i>The topic of the social studies unit involves the concept of “revolutions” but the teacher only expects his students to remember the important dates of battles.</i> • <i>Despite having a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.</i> 	<ul style="list-style-type: none"> • <i>Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.</i> • <i>The outcomes are written with the needs of the “middle” group in mind.</i> • <i>Most of the English Language Arts outcomes are based on narrative.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>One of the learning outcomes is for students to “appreciate the aesthetics of 18th century English poetry.”</i> • <i>The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.</i> • <i>The learning outcomes include students defending their interpretation of the story with citations from the text.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>The teacher encourages his students to set their own goals; he provides them taxonomy of challenge verbs to help them strive to meet the teacher’s higher expectations of them.</i> • <i>Students will develop a concept map that links previous learning goals to those they are currently working on.</i> • <i>Some students identify additional learning.</i> • <i>The teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives.*(Moved from proficient)</i>

	Unsatisfactory	Needs Improvement	Proficient	Excellent
	<ul style="list-style-type: none"> • <i>None of the science outcomes deals with the students' reading, understanding, or interpretation of the text.</i> • <i>And others...</i> 			<ul style="list-style-type: none"> • <i>One of the outcomes for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency.</i> • <i>And others...</i>

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

	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>Id: Demonstrating Knowledge of Resources</i>	Teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	Teacher displays some awareness of resources beyond those beyond materials provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	Teacher displays awareness of resources beyond those beyond materials provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • The teacher only uses district-provided materials, even when more variety would assist some students. • The teacher does not seek out resources available to expand his/her own skill. • Although aware of some student needs, the teacher does not inquire about possible resources. 	<ul style="list-style-type: none"> • The teacher uses materials in the school library, but does not search beyond the school for resources. • The teacher participates in content-area workshops offered by the school, but does not pursue other professional development. • The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues. 	<ul style="list-style-type: none"> • Texts are at varied levels. • Texts are supplemented by guest speakers and field experiences. • Teacher facilitates Internet resources. • Resources are multi-disciplinary. • Teacher expands knowledge with professional learning groups and organizations. • Teacher pursues options offered by universities. • Teacher provides lists of resources outside the class for students to draw on. 	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> • Texts are matched to student skill level. • The teacher has ongoing relationship with colleges and universities that support student learning. • The teacher maintains log of resources for student reference. • The teacher pursues apprenticeships to increase discipline knowledge. • The teacher facilitates student contact with resources outside the classroom.
<i>Possible Examples</i>	<ul style="list-style-type: none"> • For their unit on China, the students accessed all of their information from the district-supplied textbook. • Mr. J is not sure how to teach fractions, but doesn't know how he's expected to learn it by himself. • A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment." • In the literacy classroom, the teacher has provided only narrative works. • And others... 	<ul style="list-style-type: none"> • For a unit on ocean life; the teacher really needs more books, but the school library only has three for him to borrow. He does not seek out others from the public library. • The teacher knows she should learn more about literacy development, but the school only offered one professional development day last year. • The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom. • And others... 	<ul style="list-style-type: none"> • The teacher provides her fifth graders a range of non-fiction texts about the American Revolution so that regardless of their reading level, all students can participate in the discussion of important concepts. • The teacher takes an online course on Literature to expand her knowledge of great American writers. • The teacher distributes a list of summer reading materials that would help prepare his eighth graders' transition to high school. • And others... 	<ul style="list-style-type: none"> • The teacher is not happy with the out-of-date textbook; his students will critique it and write their own material for social studies. • The teacher spends the summer at Dow Chemical learning more about current research so she can expand her knowledge base for teaching Chemistry. • The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job. • And others...

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

	Unsatisfactory	Needs Improvement	Proficient	Excellent
1e: Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence is aligned to instructional goals, and designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
Critical Attributes	<ul style="list-style-type: none"> • Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes. • Instructional groups do not support learning. • Lesson plans are not structured or sequenced and are unrealistic in their expectations. 	<ul style="list-style-type: none"> • Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random or only partially support objectives. • Lesson structure is uneven or may be unrealistic about time expectations. 	<ul style="list-style-type: none"> • Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • The Teacher provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations. 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • Activities permit student choice. • Learning experiences connect to other disciplines. • The Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. • Lesson plans differentiate for individual student needs.
Possible Examples	<ul style="list-style-type: none"> • After his 9th graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet. • The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism. • The teacher organizes her class in rows, seating the students 	<ul style="list-style-type: none"> • After the mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught. • The teacher found an atlas to use as a supplemental resource during the geography unit. • The teacher always lets students self-select their working groups because they behave better when 	<ul style="list-style-type: none"> • The teacher reviews her learning activities with a reference to high level “action verbs” and rewrites some of the activities to increase the challenge level. • The teacher creates a list of historical fiction titles that will expand her students’ knowledge of the age of exploration. • The teacher plans for students to 	<ul style="list-style-type: none"> • The teacher’s unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to learning. • While completing their projects, the teacher’s students will have access to a wide variety of resources that she has coded by reading level so they can make the best selections. • After the cooperative group lesson, students will reflect on their participation and make suggestions for new group arrangements in the future

	Unsatisfactory	Needs Improvement	Proficient	Excellent
Possible Examples	<p><i>alphabetically; she plans to have students work all year in groups of four based on where they are sitting.</i></p> <ul style="list-style-type: none"> <i>• The teacher's lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test.</i> <i>• And others...</i> 	<p><i>they can choose who they want to sit with.</i></p> <ul style="list-style-type: none"> <i>• The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.</i> <i>• The plan for the ELA lesson includes only passing attention to students citing evidence from the text for their interpretation of the short story.</i> <i>• And others...</i> 	<p><i>complete projects in small groups; he carefully selects group members based on their ability level and learning style.</i></p> <ul style="list-style-type: none"> <i>• The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated.</i> <i>• And others...</i> 	<ul style="list-style-type: none"> <i>• The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.</i> <i>• The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in the tenth grade into a coherent curriculum.</i> <i>• And others...</i>

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

	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>If: Designing Student Assessments</i>	Assessment procedures are not congruent with instructional outcomes; and lack criteria by which student performance will be assessed. Teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan; with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessments is well designed and includes student as well as teacher use of the assessment information.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • <i>Assessments do not match instructional outcomes.</i> • <i>Assessments lack criteria.</i> • <i>No formative assessments have been designed.</i> • <i>Assessment results do not affect future plans.</i> 	<ul style="list-style-type: none"> • <i>Only some of the instructional outcomes are addresses in the planned assessments.</i> • <i>Assessment criteria are vague.</i> • <i>Plans refer to the use of formative assessments, but they are not fully developed.</i> • <i>Assessment results are used to design lesson plans for the whole class, not individual students.</i> 	<ul style="list-style-type: none"> • <i>All the learning outcomes have a method for assessment.</i> • <i>Assessment types match learning expectations.</i> • <i>Plans indicate modified assessments when they are necessary for some students.</i> • <i>Assessment criteria are clearly written.</i> • <i>Plans include formative assessments to use during instruction.</i> • <i>Lesson plans indicate possible adjustments based on formative assessment data.</i> 	<ul style="list-style-type: none"> • <i>Assessments provide opportunities for student choice.</i> • <i>Students participate in designing assessments for their own work.</i> • <i>Teacher-designed assessments are authentic, with real-world application as appropriate.</i> • <i>Students develop rubrics according to teacher-specified learning objectives.</i> • <i>Students are actively involved in collecting information from formative assessments and provide input.</i>
<i>Possible Examples</i>	<ul style="list-style-type: none"> • <i>The teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drop from an A to a B, a B to a C, etc.</i> • <i>The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?"</i> 	<ul style="list-style-type: none"> • <i>The district goal for the unit on Europe is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers</i> • <i>The plan indicates that the teacher will pause to "check for understanding" but without a clear process of how that will be done.</i> 	<ul style="list-style-type: none"> • <i>The teacher knows that his student will have to write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.</i> • <i>The teacher has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the</i> 	<ul style="list-style-type: none"> • <i>To teach persuasive writing, the teacher plans to have his class research and write the principal on an issue that is important to the students: the use of cell phones in class.</i> • <i>The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubric, and they will refer to those as they</i>

	Unsatisfactory	Needs Improvement	Proficient	Excellent
Possible Examples	<ul style="list-style-type: none"> • The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving." • And others... 	<ul style="list-style-type: none"> • A student says, "If half the class passed the test, why are we all reviewing the material again?" • And others... 	<p>levels of expectation to be clearly defined.</p> <ul style="list-style-type: none"> • The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize them into different groups during the next lesson's activities. • Employing the formative assessment of the previous morning's project, the teacher plans to have five students to work on a more challenging project while she works with six other students to reinforce the previous morning's concept. • And others... 	<p>create a rubric of their own.</p> <ul style="list-style-type: none"> • After the lesson the teacher plans to ask students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson. • The teacher has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with the teacher during workshop time • And others...

Domain 2: The Classroom Environment

Component	2a: Creating an Environment of Respect and Rapport
<i>2a: Creating an environment of respect and rapport</i>	<p>An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking risks. They do not fear put-downs or ridicule from either the teacher or other students.</p> <p>“Respect” shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hall-mark of component 2a (Creating an Environment of Respect and Rapport); while adherence to the established classroom rules characterizes success in component 2d (Managing Student Behavior).</p> <p>The elements of component 2a are listed below:</p> <ul style="list-style-type: none">• Teacher interactions with students, including both words and actions <i>A teacher’s interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.</i>• Student interactions with other students, including both words and actions <i>As important as a teacher’s treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions.</i> <p>Indicators include:</p> <ul style="list-style-type: none">• <i>Respectful talk, active listening, and turn taking</i>• <i>Acknowledgment of students’ backgrounds and lives outside the classroom</i>• <i>Body language indicative of warmth and caring shown by teacher and students</i>• <i>Physical proximity</i>• <i>Politeness and encouragement</i>• <i>Fairness</i>

	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>2a: Creating an environment of respect and rapport</i>	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. Student interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	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. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is an environment where all students feel valued and are comfortable taking intellectual risks.
Critical Attributes	<ul style="list-style-type: none"> • Teacher is disrespectful towards students' ages, cultural backgrounds, and developmental level. • Student body language indicates feelings of hurt, discomfort, or insecurity. • Teacher displays no familiarity with or caring about individual students' • The teacher disregards disrespectful interactions among students 	<ul style="list-style-type: none"> • The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. • The Teacher attempts to respond to disrespectful behavior among students, with uneven results. • The Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not entirely successful. 	<ul style="list-style-type: none"> • Talk between teacher and students and among students is uniformly respectful. • The teacher successfully responds to disrespectful behavior among students. • Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. • Teacher makes general connections with individual students. • Students exhibit respect for the teacher 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. • When necessary, students respectfully correct one another. • There is no disrespectful behavior among students. • Students participate without fear of put-downs or ridicule from either the teacher or other students. • The teacher respects and encourages students' efforts.
Possible Examples	<ul style="list-style-type: none"> • A student slumps in his/her chair following a comment by the teacher. • Students roll their eyes at a classmate's idea; the teacher does not respond. • Many students talk when the teacher and other students are talking; the teacher does not correct them. • Some students refuse to work with other students. • Teacher does not call students by their names. • And others... 	<ul style="list-style-type: none"> • Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking. • A few students do not engage with others in the classroom, even when put together in small groups. • Students applaud half-heartedly following a classmate's presentation to the class. • Teacher says "Don't talk that way to your classmates," but student shrugs his/her shoulders • And others... 	<ul style="list-style-type: none"> • Teacher greets students by name as they enter the class or during the lesson. • The teacher gets on the same level with students, such as kneeling beside a student working at a desk. • Students attend fully to what the teacher is saying. • Students wait for classmates to finish speaking before beginning to talk. • Students applaud politely following a classmate's presentation to the class. • Students help each other and accept help from each other. • The teacher and students use courtesies such as "please/thank you, excuse me." • Teacher says "Don't talk that way to your classmates," and the insults stop. • And others... 	<ul style="list-style-type: none"> • Teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies). • Students say "Shhh" to classmates while the teacher or another student is speaking. • Students clap enthusiastically for one another's presentations for a job well done. • The teacher says: "That's an interesting idea, Josh, but you're 'forgetting....'" • A student questions a classmate, "Didn't you mean _____? And the classmate reflects and responds, "Oh, maybe you are right!" • And others...

Component	2b: Establishing a Culture for Learning
<p><i>2b: Establishing a culture for learning</i></p>	<p>“A culture for learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work.</p> <p>Teachers who are successful in creating a culture for learning know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students’ natural energy toward the content of the curriculum. They also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering, for example, a difficult physical skill.</p> <p>Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture insist that students use language to express their thoughts clearly. An insistence on precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a business-like place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous.</p> <p>Elements of component 2b are:</p> <ul style="list-style-type: none"> • Importance of the content and of learning <i>In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.</i> • Expectations for learning and achievement <i>In classrooms with robust cultures for learning, all students receive the message that, while the work is challenging, they are capable of achieving it if they are prepared to work hard. A manifestation of teachers’ expectations for high student achievement is their insistence on the use of precise language by students.</i> • Student pride in work <i>When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Belief in the value of the work • High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation • Expectation of high-quality work on the part of students • Expectation and recognition of effort and persistence on the part of the students • High expectations for expression and work products

	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>2b: Establishing a culture for learning</i>	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in completion of a task, rather than quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norms for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or assisting peers in their precise use of language.
Critical Attributes	<ul style="list-style-type: none"> • The teacher conveys that there is little to no purpose for the work, or that the reasons doing are external factors. • The teacher conveys to at least some students that the work is too challenging for them. • Students exhibit little or no pride in their work. • Students use language incorrectly; the teacher does not correct them. 	<ul style="list-style-type: none"> • Teacher’s energy for the work is neutral: indicating neither a high level of commitment nor ascribing the need to do the work to external forces. • The teacher conveys high expectations for only some students. • Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an “easy path.” • The teacher’s primary concern appears to be to complete the task at hand. • The teacher urges, but does not insist, that students use precise language. *(Several combined and expanded) 	<ul style="list-style-type: none"> • The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. • The teacher demonstrates a high regard for student abilities. • Teacher conveys an expectation of high levels of student effort. • Students expend good effort to complete work of high quality. • The teacher insists on precise use of language by students. 	<p>In addition to the characteristics of “Proficient,”</p> <ul style="list-style-type: none"> • The teacher communicates a genuine passion for the subject. • The teacher conveys the satisfaction that accompanies a deep understanding of complex content. • Students indicate through their questions and comments a desire to understand the content. • Students assist their classmates in understanding the content. • Students take initiative in improving the quality of their work. • Students correct one another in their use of language.
Possible Examples	<ul style="list-style-type: none"> • The teacher tells students that they’re doing a lesson because it’s on the test, in the book, or is district mandated. • Teacher says to a student: “Why don’t you try this easier problem?” • Students turn in sloppy or incomplete work. • Many students don’t engage in assigned task and yet the teacher ignores their behavior. • Students have not completed their homework and the teacher does not respond. • And others... 	<ul style="list-style-type: none"> • Teacher says: “Let’s get through this.” • Teacher says: “I think most of you will be able to do this.” • Students consult with one another to determine how to fill in a worksheet, without challenging classmates’ thinking. • Teacher does not encourage students who are struggling. • Only some students get to work after an assignment is given or after entering the room. • And others... 	<ul style="list-style-type: none"> • Teacher says: “This is important; you’ll need to speak grammatical English when you apply for a job.” • Teacher says: “This idea is really important! It’s central to our understanding of history.” • Teacher says: “Let’s work on this together: it’s hard, but you all will be able to do it well.” • Teacher hands a paper back to a student, saying “I know you can do a better job on this.” The student accepts it without complaint. • Students get right to work right away when an assignment is given or after entering the room. • And others... 	<ul style="list-style-type: none"> • The teacher says “It’s really fun to find the patterns for factoring polynomials.” • A student says, “I don’t really understand why it’s better to solve this problem that way.” • A student asks a classmate to explain a concept or procedure since he didn’t quite follow the teacher’s explanation. • Students question one another on answers. • A student asks the teacher whether she can re-do a piece of work since she now sees how it could be strengthened. • And others...

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

	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>2c:Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups and transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
Critical Attributes	<ul style="list-style-type: none"> • <i>Students not working with the teacher are not productively engaged.</i> • <i>Transitions are disorganized, with much loss of instructional time.</i> • <i>There do not appear to be any established procedures for distributing and collecting materials.</i> • <i>A considerable amount of time is spent off task because of unclear procedures.</i> 	<ul style="list-style-type: none"> • <i>Students not working directly with the teacher are only partially engaged.</i> • <i>Procedures for transitions seem to have been established, but their operation is not smooth.</i> • <i>There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.</i> • <i>Classroom routines function unevenly</i> 	<ul style="list-style-type: none"> • <i>Students are productively engaged during small group or independent work.</i> • <i>Transitions between large and small group activities are smooth.</i> • <i>Routines for distribution and collection of materials and supplies work efficiently.</i> • <i>Classroom routines function smoothly.</i> 	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> • <i>With minimal prompting by the teacher, students ensure that their time is used productively.</i> • <i>Students themselves ensure that transitions and other routines are accomplished smoothly.</i> • <i>Students take initiative in distributing and collecting materials efficiently.</i>
Possible Examples	<ul style="list-style-type: none"> • <i>When moving into small groups, students ask questions as to where they are supposed to go, whether they should take their chairs, etc.</i> • <i>There are long lines for materials and supplies</i> • <i>Students bump into one another lining up or sharpening pencils.</i> • <i>Roll-taking consumes much time at the beginning of the lesson and students are not working on anything.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>Some students not working with the teacher are off task.</i> • <i>Transitions between large and small group activities are rough but they are accomplished.</i> • <i>Students ask what they are to do when materials are being distributed or collected.</i> • <i>Students ask clarifying questions about procedures</i> • <i>Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>In small group work, students have established roles, they listen to one another, summarize g different views, etc.</i> • <i>Students get started on an activity while the teacher takes attendance.</i> • <i>Students move smoothly between large and small group activities.</i> • <i>The teacher has an established timing device, such as counting down, to signal students to return to their desks.</i> • <i>Teacher has an established attention signal, such as raising a hand, or dimming the lights.</i> • <i>One member of each small group collects materials for the table.</i> • <i>There is an established color-coded system indicating where materials should be stored.</i> • <i>Clean-up at the end of a lesson is fast and efficient.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.</i> • <i>A student reminds classmates of the roles that they are to play within the group.</i> • <i>A student re-directs a classmate to the table he should be at following a transition.</i> • <i>Students propose an improved attention signal.</i> • <i>Students independently check themselves into class on the attendance board.</i> • <i>And others...</i>

Domain 2:

The Classroom Environment

2d: Managing Student Behavior

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do, and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.

Elements of Component 2d are:

- **Expectations**
It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented
- **Monitoring of student behavior**
Experienced teachers seem to have eyes “in the backs of their heads;” they are attuned to what’s happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which makes it challenging to observe
- **Response to student misbehavior**
Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher’s skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? Are they trying to impress their friends?) and respond in such a way that they respect the dignity of the student. The best responses are those that address misbehavior early in an episode, although this is not always possible.

Indicators include:

- *Clear standards of conduct, possibly posted, and possibly referred to during a lesson*
- *Absence of acrimony between teacher and students concerning behavior*
- *Teacher awareness of student conduct*
- *Preventive action when needed by the teacher*
- *Fairness*
- *Absence of misbehavior*
- *Reinforcement of positive behavior*

	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>2d: Managing Student Behavior</i>	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. The teacher monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • <i>The classroom environment is chaotic, with no apparent standards of conduct.</i> • <i>The teacher does not monitor student behavior.</i> • <i>Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.</i> 	<ul style="list-style-type: none"> • <i>The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.</i> • <i>The teacher attempts to keep track of student behavior, but with no apparent system.</i> • <i>The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.</i> 	<ul style="list-style-type: none"> • <i>Standards of conduct appear to have been established.</i> • <i>Overall, student behavior is appropriate.</i> • <i>The teacher frequently monitors student behavior.</i> • <i>Teacher's response to student misbehavior is effective.</i> 	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> • <i>Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.</i> • <i>The teacher silently and subtly monitors student behavior.</i> • <i>Students respectfully intervene at appropriate moments to ensure compliance with standards of conduct.</i>
<i>Possible Examples</i>	<ul style="list-style-type: none"> • <i>Students are talking among themselves, with no attempt by the teacher to silence them.</i> • <i>An object flies through the air, apparently without the teacher noticing.</i> • <i>Students are running around the room, resulting in chaos</i> • <i>Students use their phones and other electronic devices; the teacher doesn't attempt to stop them.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>Classroom rules are posted, but neither teacher nor students refers to them.</i> • <i>The teacher repeatedly asks students to take their seats; they ignore her.</i> • <i>To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>Upon a non-verbal signal from the teacher, students correct their behavior.</i> • <i>The teacher moves to every section of the classroom, keeping a close eye on student behavior.</i> • <i>The teacher gives a student a "hard look," and the student stops talking to his neighbor.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>A student suggests a revision in one of the classroom rules.</i> • <i>The teacher notices that some students are talking among themselves, and without a word, moves nearer to them; the talking stops.</i> • <i>The teacher speaks privately to a student about misbehavior.</i> • <i>A student reminds his/her classmates of the class rule about chewing gum.</i> • <i>And others...</i>

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

	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>2e: Organizing physical space</i>	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including the arrangement of technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including the arrangement of technology.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Critical Attributes	<ul style="list-style-type: none"> • <i>There are physical hazards in the classroom, endangering student safety.</i> • <i>Many students can't see or hear the teacher or the board.</i> • <i>Available technology is not being used, even if available and its use would enhance the lesson.</i> 	<ul style="list-style-type: none"> • <i>The physical environment is safe, and most students can see and hear the teacher or see the resource being used.</i> • <i>The physical environment is not an impediment to learning, but does not enhance it.</i> • <i>The teacher makes limited use of available technology and other resources.</i> 	<ul style="list-style-type: none"> • <i>The classroom is safe, and all students are able to see and hear the teacher or the resource being used.</i> • <i>The classroom is arranged to support the instructional goals and learning activities.</i> • <i>The teacher makes appropriate use of available technology.</i> 	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> • <i>Modifications are made to the physical environment to accommodate students with special needs.</i> • <i>There is total alignment between the learning activities and the physical environment.</i> • <i>Students take the initiative to adjust the physical environment.</i> • <i>Teachers and students make extensive and imaginative use of available technology</i>
Possible Examples	<ul style="list-style-type: none"> • <i>There are electrical cords running around the classroom.</i> • <i>There is a pole in the middle of the room; some students can't see the board.</i> • <i>A white board is in the classroom, but it is facing the wall, indicating that it is rarely, if ever, used.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>The teacher ensures that dangerous chemicals are stored safely.</i> • <i>The classroom desks remain in two semicircles, requiring students to lean around their classmates during small-group work.</i> • <i>The teacher tries to use a computer to illustrate a concept, but requires several attempts to make it work.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.</i> • <i>Desks are moved together so that students can work together, or in a circle for a class discussion.</i> • <i>The use of an Internet connection enriches the lesson.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>Students ask if they can shift the furniture to better suit small group work or discussion.</i> • <i>A student closes the door to shut out noise in the corridor, or lowers a blind to block the sun from a classmate's eyes.</i> • <i>A student suggests an application of the white board for an activity.</i> • <i>And others...</i>

Domain 3: Instruction

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

	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>3a: Communicating with students</i>	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies the students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is appropriate to the students' ages and interests. The teacher's use of academic language is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
Critical Attributes	<ul style="list-style-type: none"> • At no time during the lesson does the teacher convey to the students what they will be learning. • Students indicate through body language or questions that they don't understand the content being presented. • The teacher makes a serious content error that will affect students' understanding of the lesson. • Students indicate through their questions that they are confused about the learning task. • The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. • Vocabulary is inappropriate to the age or culture of the students. 	<ul style="list-style-type: none"> • The teacher provides little elaboration or explanation about what the students will be learning. • The teacher's explanation of the content consists of a monologue with minimal participation by or intellectual engagement by the students. • The teacher makes no serious content errors but may make minor ones. • The teacher's explanations of the content are purely procedural, with no indication of how students can think strategically. • The teacher must clarify the learning task so students can complete it. • The teacher's vocabulary and usage are correct but unimaginative. • When the teacher attempts to explain academic vocabulary, it is only partially successful. • The teacher's vocabulary is too advanced, or too juvenile, for the students. 	<ul style="list-style-type: none"> • The teacher states clearly, at some point during the lesson, what the students will be learning. • Teacher's explanation of content is clear, and invites student participation and thinking. • The teacher makes no content errors • The teacher describes specific strategies students might use, inviting students to interpret them in context of what they're learning. • Students engage with the learning task, indicating that they understand what they are to do. • If appropriate, the teacher models the process to be followed in the task. • The teacher's vocabulary and usage are correct and completely suited to the lesson, including, where appropriate, explanations of academic vocabulary. • The teacher's vocabulary is appropriate to the students' ages and levels of development. 	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> • If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. • The teacher points out possible areas for misunderstanding. • The teacher invites students to explain the content to their classmates. • Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. • Students suggest other strategies they might use in approaching a challenge or analysis. • Teacher uses rich language, offering brief vocabulary lessons where appropriate both for general vocabulary and for the discipline. • Students use academic language correctly.

<p>Possible Examples</p>	<ul style="list-style-type: none"> • A student asks: “What are we supposed to be doing?” but the teacher ignores the question. • The teacher states that to add fractions, they must have the same numerator. • Students have a quizzical look on their faces; some may withdraw from the lesson. • Students become disruptive, or talk among themselves in an effort to • And others... 	<ul style="list-style-type: none"> • The teacher mispronounces “...” • The teacher says: “And oh, by the way, today we’re going to factor polynomials.” • A student asks: “What are we supposed to be doing?” and the teacher clarifies the task. • A student asks “What do I write here?” in order to complete a task. • The teacher says: “Watch me while I show you how to” asking the students to only listen. • A number of students do not seem to be following the explanation • Students are inattentive during the teacher’s explanation of content. • Students’ use of academic vocabulary is imprecise. • And others... 	<ul style="list-style-type: none"> • The teacher says, “By the end of today’s lesson, you’re all going to be able to factor different types of polynomials.” • In the course of a presentation of content, the teacher asks of students: “Can anyone think of an example of that?” • The teacher uses a board or projection device so students can refer to it without requiring the teacher’s attention. • The teacher says, “When you’re trying to solve a math problem like this, you might think of a similar, but simpler, problem you’ve done in the past and see whether the same approach would work.” • The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day, or by the water in a hose that has been sitting in the sun. (moved from Excellent) • The teacher uses a Venn diagram to illustrate the distinctions between a republic and a democracy. • And others... 	<ul style="list-style-type: none"> • The teacher says: “Here’s a spot where some students have difficulty; be sure to read it carefully.” • The teacher asks a student to explain the task to other students. • When clarification about the learning task is needed, a student offers it to classmates. • The teacher, in explaining the westward movement in U.S. History, invites students to consider that historical period from the point of view of the Native Peoples. • The teacher asks, “Who would like to explain this idea to us?” • A student asks, “Is this another way we could think about analogies?” • A student explains an academic term to classmates. • The teacher pauses during an explanation of the civil rights movement to remind students that the prefix in- as in inequality means “not” and that the prefix un – also means the same thing. • A student says to a classmate, “I think that side of the triangle is called the hypotenuse.” • And others...
---------------------------------	---	--	--	---

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

	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>3b: Using questioning / prompts and discussion</i>	The Teacher’s questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few participate in the discussion.	The teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Critical Attributes	<ul style="list-style-type: none"> • Questions are rapid-fire and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between teacher and students; students are not invited to speak directly to one another. • The teacher does not ask students to explain their thinking • Only a few students participate in the discussion. 	<ul style="list-style-type: none"> • The teacher frames some questions designed to promote student thinking, but many have single correct answer, and the teachers calls on students quickly. • The teacher invites students to respond directly to one another’s ideas, but few students respond. • The teacher calls on many students, but only a small number actually participate in the discussion. • The teacher asks students to explain their reasoning, but only some students attempt to do so. 	<ul style="list-style-type: none"> • Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers. • The teacher makes effective use of wait time. • Discussions enable students to talk to one another, without ongoing mediation by the teacher. • The teacher calls on most students, even those who don’t initially volunteer. • Many students actively engage in the discussion. • The teacher asks students to justify their reasoning, and most attempt to do so. 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • Students initiate higher-order questions. • The teacher builds on and uses student responses to questions in order to deepen student understanding. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion and challenge one another’s thinking. • Virtually all students are engaged in the discussion.
Possible Examples	<ul style="list-style-type: none"> • All questions are of the “recitation” type, such as “What is 3 x 4?” • The teacher asks a question for which the answer is on the board; students respond by reading it. • The teacher calls only on students who have their hands up. • A student responds to a question with wrong information, and the teacher doesn’t follow up. • And others... 	<ul style="list-style-type: none"> • Many questions are of the “recitation” type, such as “How many members of the House of Representatives are there?” • The teacher asks: “Who has an idea about this?” but the same three students offer comments. • The teacher asks: “Michael, can you comment on Mary’s idea?” but Michael does not respond, or makes a comment directly to the teacher. • The teacher asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student falters. • And others... 	<ul style="list-style-type: none"> • The teacher asks: “What might have happened if the colonists had not prevailed in the American war for independence?” • The teacher uses plural the form in asking questions, such as: “What are some things you think might contribute to...?” • The teacher asks: “Michael, can you comment on Mary’s idea?” and Michael responds directly to Mary. • The teacher asks a question and asks every student to write a brief response, then share with a partner before 	<ul style="list-style-type: none"> • A student asks “How many ways are there to get this answer?” • A student says to a classmate: “I don’t think I agree with you on this, because....” • A student asks of other students: “Does anyone have another idea as to how we might figure this out?” • A student asks “What if...?” • And others...

	Unsatisfactory	Needs Improvement	Proficient	Excellent
			<p><i>inviting a few to offer their ideas to the entire class.</i></p> <ul style="list-style-type: none"> <i>• The teacher asks students when they have formulated an answer to the question “Why do you think Huck Finn did? to find the reason in the text and to explain their thinking to a neighbor.</i> <i>• And others...</i> 	

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

	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>3c: Engaging students in learning</i>	The learning tasks/activities, materials and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.”	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting the students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well- designed learning tasks and activities that require complex thinking by the students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
Critical Attributes	<ul style="list-style-type: none"> • Few students are intellectually engaged in the lesson. • Learning tasks/activities require only recall or have a single correct response or method. • Instructional materials used are unsuitable to the lesson and/or the students. • Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement. • The lesson drags, or is rushed. 	<ul style="list-style-type: none"> • Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and those requiring recall. • Student engagement with the content is largely passive, learning primarily facts or procedures. • The instructional groupings used are partially appropriate to the activities. • Few of the materials and resources require student thinking or ask students to explain their thinking. • The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others. • The materials and resources are partially aligned with lesson objectives. 	<ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Most learning tasks have multiple correct responses and/or encourage higher-order thinking. • Students are invited to explain their thinking as part of completing tasks. • The teacher uses grouping suitable to the lesson activities. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • Virtually all students are intellectually engaged in the lesson. • Lesson activities require high-level student thinking and explanations of their thinking. • Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
Possible Examples	<ul style="list-style-type: none"> • Most students disregard the assignment given by the teacher; it appears to be much too difficult for them. • Students fill out the lesson worksheet by copying words from the board. • Students are using math manipulative materials in a rote activity. • The teacher lectures for 45 minutes. • Most students don’t have time to complete the assignment; the teacher moves on in the lesson. • And others... 	<ul style="list-style-type: none"> • Students in only three of five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed. • Students are asked to fill in a worksheet, following an established procedure. • There is a recognizable beginning, middle, and end to the lesson. • Parts of the lesson have a suitable pace; other parts drag or feel rushed. 	<ul style="list-style-type: none"> • The lesson is neither rushed nor drags. • Five students (out of 27) have finished an assignment early and begin talking amongst themselves; the teacher assigns a follow-up activity. • Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning. • Students are given a task to do independently then to discuss with a table group, followed by a reporting from each table. • Students are asked to create different representations of a large number using a variety of manipulative materials. • The lesson is neither rushed nor does it drag. 	<ul style="list-style-type: none"> • Students are asked to write an essay in the style of Hemmingway and to describe which aspects of his style they have incorporated. • Students determine which of several tools- e.g., a protractor, spreadsheet, or graphing calculator- would be most suitable to solve a math problem. • A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. • Students identify or create their own learning materials. • Students summarize their learning from the lesson.

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

	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>3d: Using Assessment in Instruction</i>	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
Critical Attributes	<ul style="list-style-type: none"> • The teacher gives no indication of what high quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Students receive no feedback, or feedback is global or directed to only one student. • The teacher does not ask students to evaluate their own or classmates' work. 	<ul style="list-style-type: none"> • There is little evidence that the students understand how their work will be evaluated. • The teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. • Feedback to students is not uniformly specific, not oriented towards future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer-assessment. 	<ul style="list-style-type: none"> • The teacher makes the standards of high-quality work clear to the students. • The teacher elicits evidence of student understanding. • Students are invited to assess their own work and make improvements; most of them do so. • Feedback includes specific and timely guidance for groups of students. 	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> • Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. • The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. • High-quality feedback comes from many sources, including students; it is specific and focused on improvement. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.
Possible Examples	<ul style="list-style-type: none"> • A student asks: "How is this assignment going to be graded?" • A student asks "is this the right way to solve this problem?" but receives no information from the teacher. • The teacher forges ahead with a presentation without checking for understanding. 	<ul style="list-style-type: none"> • Teacher asks: "Does anyone have a question?" • When a student completes a problem on the board, the teacher corrects the student's work without explaining why. • The teacher, after receiving a 	<ul style="list-style-type: none"> • The teacher circulates during small group or independent work, offering suggestions to students. • The teacher uses a specifically-formulated question to elicit evidence of student understanding. • The teacher asks students to look over 	<ul style="list-style-type: none"> • The teacher reminds students of the characteristics of high-quality work observing that the students themselves helped develop them. • While students are working, the teacher circulates providing substantive feedback to individual students.

	<ul style="list-style-type: none"> • After the students present their research on globalization, the teacher tells them their letter grade; when students ask how he arrived at the grade; the teacher responds, "After all these years in education, I just know what grade to give." • And others... 	<p>correct response from one student, continues, without ascertaining whether all students understand the concept.</p> <ul style="list-style-type: none"> • "The teacher says "Good job everyone." • The students receive their tests back; each one is simply marked with a letter grade at the top. • And others... 	<p>their papers to correct their errors; most of them engage in this task.</p> <ul style="list-style-type: none"> • And others... 	<ul style="list-style-type: none"> • The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding. • Students offer feedback to their classmates on their work. • Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved. • And others...
--	--	--	--	--

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

	Unsatisfactory	Needs Improvement	Proficient	Excellent
3e: Demonstrating flexibility and responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.
Critical Attributes	<ul style="list-style-type: none"> • The teacher ignores indications of student boredom or lack of understanding. • The teacher brushes aside students' questions. • Teacher makes no attempt to adjust student interests into the lesson. • The teacher conveys to students that when they have difficulty learning, it is their fault. • In reflecting on practice, the teacher does not indicate that it is important to reach all students. 	<ul style="list-style-type: none"> • Teacher's efforts to modify the lesson are only partially successful. • Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson. • The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them. • In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so. 	<ul style="list-style-type: none"> • The teacher incorporates students' interests and questions into the heart of the lesson. • The teacher conveys to students that she has other approaches to try when the students experience difficulty. • In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. • When improvising becomes necessary, the teacher makes adjustments to the lesson. 	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> • Teacher seizes on a teachable moment to enhance a lesson. • The teacher conveys to students that he won't consider a lesson "finished" until every student understands, and that he has a broad range of approaches to use. • In reflecting on practice, the teacher can cite others in the school and beyond who she has contacted for assistance in reaching some students • The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.
Possible Examples	<ul style="list-style-type: none"> • The teacher says: "We don't have time for that today." • When a student asks the teacher to explain a mathematical procedure again, the teacher says, "Just do the homework assignment; you'll get it then." • The teacher says: "If you'd just pay attention, you could understand this." • And others... 	<ul style="list-style-type: none"> • The teacher says: "I'll try to think of another way to come at this and get back to you." • The teacher says: "I realize not everyone understands this, but we can't spend any more time on it." • The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson; the strategy is partially successful. • And others... 	<ul style="list-style-type: none"> • The teacher says, "That's an interesting idea; let's see how it fits." • The teacher illustrates a principle of good writing to a student using his interest in basketball as context. • The teacher says, "This seems to be more difficult than expected; let's try this way," and then uses another approach. • And others... 	<ul style="list-style-type: none"> • The teacher stops a lesson midstream and says, "This activity doesn't seem to be working. Here's another way I'd like you to try it." • The teacher incorporates the school's upcoming championship game into an explanation of averages. • The teacher says: "If we have to come back to this tomorrow, we will; it's really important that you understand it." • And others...

Domain 4: Professional Responsibilities

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

	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a Reflecting on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	The 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. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	<ul style="list-style-type: none"> • The teacher considers the lesson but draws incorrect conclusions about its effectiveness. • The teacher makes no suggestions for improvement. 	<ul style="list-style-type: none"> • The teacher has a general sense of whether or not instructional practices were effective. • The teacher offers general modifications for future instruction. 	<ul style="list-style-type: none"> • The teacher accurately assesses the effectiveness of instructional activities used. • The teacher identifies specific ways in which a lesson might be improved. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • The teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness. • The teacher's suggestions for improvement draw on an extensive repertoire.
Possible Examples	<ul style="list-style-type: none"> • Despite evidence to the contrary, the teachers says, "My students did great on that lesson!" • The teacher says: "That was awful; I wish I knew what to do!" • And others... 	<ul style="list-style-type: none"> • At the end of the lesson the teacher says, "I guess that went okay." • The teacher says: "I guess I'll try x next time." • And others... 	<ul style="list-style-type: none"> • The teacher says: "I wasn't pleased with the level of engagement of the students." • The teacher's journal indicates several possible lesson improvements. • And others... 	<ul style="list-style-type: none"> • The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed." • In conversation with colleagues, the teacher considers different group strategies for improving a lesson. • And others...

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

	Unsatisfactory	Needs Improvement	Proficient	Excellent
4b Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.
Critical Attributes	<ul style="list-style-type: none"> • <i>There is no system for either instructional or non-instructional records.</i> • <i>Record-keeping systems are in disarray so as to provide incorrect or confusing information.</i> 	<ul style="list-style-type: none"> • <i>The teacher has a process for recording student work completion. However, it may be out-of-date or does not permit students to access the information.</i> • <i>The teacher's process for tracking student progress is cumbersome to use.</i> • <i>The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.</i> 	<ul style="list-style-type: none"> • <i>The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.</i> • <i>The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</i> • <i>The teacher's process for recording non-instructional information is both efficient and effective.</i> 	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> • <i>Students contribute to and maintain records indicating completed and outstanding work assignments.</i> • <i>Students contribute to and maintain data files indicating their own progress in learning.</i> • <i>Students contribute to maintaining non-instructional records for the class.</i>
Possible Examples	<ul style="list-style-type: none"> • <i>A student says, "I'm sure I turned in that assignment, but the teacher lost it!"</i> • <i>The teacher says, "I misplaced the writing samples for my class but it doesn't matter – I know what the students would have scored."</i> • <i>On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!"</i> • <i>The teacher says, "I've got all these notes about how the kids are doing; I should put them into the system but I just don't have time."</i> • <i>On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>On the class website, the teacher creates a link that students can access to check on any missing assignments. .</i> • <i>The teacher's grade book records student progress toward learning goals.</i> • <i>The teacher-creates a spreadsheet for tracking which students have paid for their school pictures.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>A student from each team maintains the database of current and missing assignments for the team.</i> • <i>When asked about their progress in a class, a student proudly shows her data file and can explain how the documents indicate her progress toward learning goals.</i> • <i>When they bring in their permission slips for a field trip; students add their own information to the database.</i> • <i>And others...</i>

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

	Unsatisfactory	Needs Improvement	Proficient	Excellent
4c: Communicating with Families	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The 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. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
Critical Attributes	<ul style="list-style-type: none"> • Little or no information regarding instructional program available to parents. • Families are unaware of their children's progress. • Family engagement activities are lacking. • There is some culturally inappropriate communication. 	<ul style="list-style-type: none"> • School or district-created materials about the instructional program are sent home. • The teacher sends home infrequent or incomplete information about the instructional program. • The teacher maintains school-required grade book but does little else to inform families about student progress. • Teacher communications are sometimes inappropriate to families' cultural norms. 	<ul style="list-style-type: none"> • The teacher regularly makes information about the instructional program available. • The teacher sends home information about student progress. • Teacher develops activities designed to engage families successfully and appropriately in their children's learning. • All of the teacher's communications are highly sensitive to families' cultural norms. 	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> • Students regularly develop materials to inform their families about the instructional program. • Students maintain accurate records about their individual learning progress and frequently share this information with families. • Students contribute to regular and ongoing projects designed to engage families in the learning process. • All of the teacher's communications are highly sensitive to families' cultural norms.
Possible Examples	<ul style="list-style-type: none"> • A parent says, "I'd like to know what my kid is working on at school!" • A parent says, "I wish I knew something about my child's progress before the report card comes out." • A parent says, "I wonder why we never see any school work come home." • And others... 	<ul style="list-style-type: none"> • A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class." • A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine." • The teacher sends home weekly quizzes for parent or guardian signature • And others... 	<ul style="list-style-type: none"> • The teacher-sends weekly newsletter home to families that describe current class activities community and/or school projects, field trips, etc. • The teacher creates monthly progress report, which is sent home for each student. • The teacher sends home a project that asks students to interview a family member about growing up during the 1950's. • And others... 	<ul style="list-style-type: none"> • Students-create materials for Back-to-School night that outline the approach for learning science. • Student daily reflection log describes what she or he is learning, and the log goes home each week for review by a parent or guardian. • Students design a project on charting family use of plastics. • And others...

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

	Unsatisfactory	Needs Improvement	Proficient	Excellent
4d: Participating in a Professional Community	The teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
Critical Attributes	<ul style="list-style-type: none"> • The teacher's relationship with colleagues is characterized by negativity or combativeness. • The teacher purposefully avoids contributing to activities promoting professional inquiry. • The teacher avoids involvement in school activities and school district and community projects. 	<ul style="list-style-type: none"> • The teacher has pleasant relationship with colleagues. • When invited, the teacher participates in activities related to professional inquiry. • When asked, the teacher participates in school activities, and school district and community projects. 	<ul style="list-style-type: none"> • The teacher has supportive and collaborative relationships with colleagues. • The teacher regularly participates in activities related to professional inquiry. • The teacher frequently volunteers to participate in school events and school district and community projects. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • The teacher takes a leadership role in promoting activities related to professional inquiry. • The teacher regularly contributes to and leads events that positively impact school life. • The teacher regularly contributes to and leads significant school district and community projects.
Possible Examples	<ul style="list-style-type: none"> • The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, it will make him look good. • The teacher does not attend PLC meetings. • The teacher does not attend any school function after the dismissal bell. • The teacher says, "I work from 8:30 to 3:30 and not a minute more – I won't serve on any district committee unless they get me a substitute to cover my class." • And others... 	<ul style="list-style-type: none"> • The teacher is polite but seldom shares any instructional materials with his grade partners. • The teacher only attends PLC meetings when reminded by her supervisor. • The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance." • The teacher only contributes to the district literacy committee when requested by the principal. • And others... 	<ul style="list-style-type: none"> • The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during their team meetings. • The teacher has decided to take some of the free MIT courses online and to share his learning with colleagues. • The basketball coach is usually willing to chaperone the ninth grade dance because she knows all of her players will be there. • The teacher enthusiastically represents the school during the district Social Studies review and brings her substantial knowledge of U.S. history to the course writing team. • And others... 	<ul style="list-style-type: none"> • The teacher leads the group of mentor teachers at school, devoted to supporting new teachers during their first years of teaching. • The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills. • The teacher leads the school's annual "Olympics" day, involving all students and faculty in athletic events. • The teacher leads district wellness committee, and involves healthcare and nutrition specialists from the community. • And others...

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

	Unsatisfactory	Needs Improvement	Proficient	Excellent
4e: Growing and Developing Professionally	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.
Critical Attributes	<ul style="list-style-type: none"> • The teacher is not involved in any activity that might enhance knowledge or skill. • The teacher purposefully resists discussing performance with supervisors or colleagues. • The teacher ignores invitations to join professional organizations or attending conferences. 	<ul style="list-style-type: none"> • The teacher participates in professional activities when required or when provided by the school district. • The teacher reluctantly accepts feedback from supervisors and colleagues. • The teacher contributes in a limited fashion to educational professional organizations. 	<ul style="list-style-type: none"> • The teacher seeks regular opportunities for continued professional development. • The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback. • The teacher actively participates in professional organizations designed to contribute to the profession. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • The teacher seeks regular opportunities for continued professional development, including initiating action research. • The teacher actively seeks feedback from supervisors and colleagues. • The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.
Possible Examples	<ul style="list-style-type: none"> • The teacher never takes continuing education courses, even though the credits would increase his salary. • The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she can simply discard the feedback form. • Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time. • And others... 	<ul style="list-style-type: none"> • The teacher politely attends district workshops and professional development days, but doesn't make much use of the materials received. • The teacher listens to his principal's feedback after a lesson, but isn't sure that the recommendations really apply in his situation. <p>The teacher joins the local chapter of the American Library Association because she might benefit from the free books – but otherwise doesn't feel it's worth too much of her time.</p> <ul style="list-style-type: none"> • And others... 	<ul style="list-style-type: none"> • The teacher eagerly attends the school district optional summer Workshops, knowing they to be a wealth of instructional strategies he'll Be able to use during the school year. • The teacher enjoys her principal's weekly walk through visits because they always lead to a valuable informal discussion during lunch the next day. • The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefit his students. • And others... 	<ul style="list-style-type: none"> • The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction. • The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress. • The teacher founded a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects. • And others...

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

	Unsatisfactory	Needs Improvement	Proficient	Excellent
4f: Showing Professionalism	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations based on self-serving interests. The teacher does not comply with school and district regulations	The teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision-making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The 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. The teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues
Critical Attributes	<ul style="list-style-type: none"> • The teacher is dishonest. • The teacher does not notice the needs of students. • The teacher engages in practices that are self-serving. • The teacher willfully rejects school district regulations. 	<ul style="list-style-type: none"> • The teacher is honest. • The teacher notices the needs of students, but is inconsistent in addressing them. • The teacher does not notice that some school practices result in poor conditions for students. • The teacher makes decisions professionally, but on a limited basis. • Teacher complies with school district regulations. 	<ul style="list-style-type: none"> • The teacher is honest and known for having high standards of integrity. • The teacher actively addresses student needs. • The teacher actively works to provide opportunities for student success. • The teacher willingly participates in team and departmental decision-making. • The teacher complies completely with district regulations. 	<ul style="list-style-type: none"> • The teacher is considered a leader in terms of honesty, integrity, and confidentiality. • The teacher is highly proactive in serving students. • The teacher makes a concerted effort to ensure opportunities are available for all students to be successful. • The teacher takes a leadership role in team and departmental decision-making. • The teacher takes a leadership role regarding school district regulations.
Possible Examples	<ul style="list-style-type: none"> • The teacher makes some errors when marking the last common assessment but doesn't tell his colleagues. • The teacher does not realize that three of her neediest students arrived at school an hour early every morning because their mother can't afford daycare. • The teacher fails to notice that one of her kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs. • When one his colleagues goes home suddenly due to illness, the teacher pretends to have a meeting so that she won't have to share in the coverage responsibilities. 	<ul style="list-style-type: none"> • The teacher says, "I have always known my grade partner to be truthful. If she called in sick, then I believe her. • The teacher considers staying late to help some of her students in after-school daycare, but realizes it conflicts with her gym class so she decides against it. • The teacher notices a student struggling in his class and sends a quick e-mail to the counselor. When he doesn't get a response, he assumes it has been taken care of. • When the teacher's grade partner goes out on maternity leave, the teacher said, "Hello" and "Welcome" to her substitute, but does not offer any further assistance. 	<ul style="list-style-type: none"> • The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately. • Despite her lack of knowledge about dance the teacher forms a dance club at her high school to meet the high interest level of her minority students who cannot afford lessons. • The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps. 	<ul style="list-style-type: none"> • When a young teacher has trouble understanding directions from the principal, she immediately goes to a seasoned teacher- who, she knows, can be relied on for expert advice and complete discretion. • After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students who have come to love the after-school sessions.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
Possible Examples	<ul style="list-style-type: none"> • <i>The teacher makes some errors when marking the last common assessment but doesn't tell his colleagues.</i> • <i>The teacher does not realize that three of her neediest students arrived at school an hour early every morning because their mother can't afford daycare.</i> • <i>The teacher fails to notice that one of her kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.</i> • <i>When one his colleagues goes home suddenly due to illness, the teacher pretends to have a meeting so that she won't have to share in the coverage responsibilities.</i> • <i>The teacher does not file her students' writing samples in their district cum folders; it is time consuming and she wants to leave early for summer break.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>The teacher keeps his district- required grade book up to date, but enters exactly the minimum number of assignments specified by his department chair.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>The English department chair says, "I appreciate when attends our after school meetings – he always contributes something meaningful to the discussion.</i> • <i>The teacher learns the district's new online curriculum mapping system and writes in all of her courses.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>The teacher enlists the help of her principal when she realizes that a colleague was making disparaging comments about some disadvantaged students.</i> • <i>The math department looks forward to their weekly meetings; their leader, the teacher is always seeking new instructional strategies and resources for them to discuss.</i> • <i>When the district adopts a new Web-based grading program, the teacher learned it inside and out so that she could assist her colleagues with implementation.</i> • <i>And others...</i>

Formal Post-Observation Form – Pre-Work (Teacher)

The **teacher** should complete and submit this Post-Observation Form within **three days of the formal observation**, in preparation for the formal post-observation conference. The questions below and teacher responses will be used to guide the post-observation conference. The evaluator will share the Observation Rubric with any evidence collected.

Name of Teacher:	
School:	
Grade Level/Subject(s):	
Name of Observer:	
Date of Post-Observation Conference:	
Date of Classroom Observation:	

Conversation Components (“Off Stage”)		Observable Components (“On Stage”)	
Domain 1 Planning and Preparation	Domain 4 Professional Responsibilities	Domain 2 Classroom Environment	Domain 3 Instruction
1a - Demonstrating Knowledge of Content and Pedagogy	4a - Reflection on Teaching	2a -Creating an Environment of Respect and Rapport	3a - Communicating with Students
1b - Demonstrating Knowledge of Students	4b - Maintaining Accurate Records	2b - Establishing a Culture for Learning	3b - Using Questioning and Discussion Techniques
1c - Setting Instructional Outcomes	4c - Communicating with Families	2c - Managing Classroom Procedures	3c - Engaging Students in Learning
1d - Demonstrating Knowledge of Resources	4d - Participating in a Professional Community	2d - Managing Student Behavior	3d - Using Assessment in Instruction
1e - Designing Coherent Instruction	4e - Growing and Developing Professionally	2e - Organizing Physical Space	3e - Demonstrating Flexibility and Responsiveness
1f - Designing Student Assessments	4f - Showing Professionalism		

Guiding Questions for Post-Observation Conference

Teachers should provide brief written responses (at least 2-3 sentences) to each question in the spaces below.

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (3d, 4a)

2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding? (4a, 3c, 3d)

3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to students learning? (4a, 2c, 2d)

4. Did you depart from your plan? If so, how and why? (4a, 3e)

5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources. To what extent were they effective? (4a, 3c)

6. If you had a choice to teach this lesson again to the same group of students, what would you do differently? (4a, 3e)

Formal Post-Observation Conference Form (Evaluator)

The **evaluator** will share the *WCUSD #5 Framework for Teaching* Observation Rubric with any evidence collected.

Name of Teacher:	
School:	
Grade Level/Subject(s):	
Name of Observer:	
Date of Post-Observation Conference:	
Date of Classroom Observation:	

Interview Protocol for Post-Observation Conference

Guiding Questions:

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (3d, 4a)
2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding? (4a, 3c, 3d)
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to students learning? (4a, 2c, 2d)
4. Did you depart from your plan? If so, how, and why? (4a, 3e)
5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective? (4a, 3c)
6. If you had a choice to teach this lesson again to the same group of students, what would you do differently? (4a, 3e)

If the teacher is at risk of receiving a summative rating of "Unsatisfactory" or "Needs Improvement" check this box.

With the teacher, revisit his/her professional growth plan in order to provide sufficient support.

Evaluator Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Mid-Year Data Review (Teacher) Name: _____ **Date:** _____

Please refer to the teacher’s Self Reflection and Professional Growth Plan from the Beginning of Year Conference. **Teacher should come prepared for the Mid-Year Data by bringing any relevant student data, observation and conference feedback, and any other necessary data.**

Step 1: Review student data. In groups, **teachers** should discuss relevant student data and reflect on areas of strength and areas for improvement. Use the template below.

Data Review	
1. Identify relevant student data to review. Consider formative assessments, summative assessments, and indicators of student growth. Bring in copies of the data as well as summaries for the team to use.	
2. Identify trends in the data. Consider the following questions: <ul style="list-style-type: none"> How does the class do overall? What are students doing well on? What concepts or skills are students struggling with? How do sub-groups perform? Do some students perform particularly well? Are some groups of students struggling relative to others? To what extent are students making progress towards goals? 	Strengths: Areas for Improvement:
3. Identify root causes. Consider the following questions: <ul style="list-style-type: none"> Why are students succeeding on those areas of strength identified above? Why are students still struggling with some concepts? Why are certain students performing well? Why are certain students struggling? What teacher actions contributed to student performance? How do you know? 	You know when you have gotten to a true root cause when 1) you have evidence to support your belief (e.g. you can answer, “How do you know?”), 2) it is specific, and 3) it is within the teacher’s sphere of control. Root cause(s):
4. Create an action plan, using the template below. Create next steps you can take to improve student performance. Make sure all next steps target the root cause(s) identified above. Be sure to have an owner, or person who must complete the action item, as well as a deadline.	

Action Plan			
Next Steps:	Owner:	Due Date:	Resources Needed:

Mid-Year Data Review (Teacher) Name: _____ **Date:** _____

Step 2: Revisit Self Reflection. The teacher should complete the Self-Reflection Form, using the Mid-Year Prompts (pages 11-13 in the Implementation Toolkit). Use relevant student growth data, observation feedback, and previous evaluation feedback to guide your thinking when reflecting on strengths and areas for growth.

Step 3: Revisit Professional Growth Goals. Teacher should comment on his or her progress towards those goals, using the template below, and if necessary, make any changes. Refer to the Professional Growth Plan created at the Beginning of Year Conference, and use any relevant student data, the BYC self-reflection forms, observation feedback, and previous evaluation feedback to guide your thinking on these goals.

Professional Growth Goals	Progress on Goals	Any Revisions to Goals (Optional)
Goal #1:		
Goal #2:		
Goal #3 <i>(Optional)</i>		
Goal #4 <i>(Optional)</i>		
Goal #5 <i>(Optional)</i>		

Teacher will submit this completed Mid-Year Data Review & Professional Goals Review to the evaluator within two weeks of the collaborative data review

Mid-Year Data Review EXAMPLE

This template provides examples of responses to Step 1 of the Mid-Year Data Review. Use this example to guide your conversations, but please recognize that individual responses should differ. See example responses in [red](#).

Step 1: Review student data. In groups, teachers should discuss relevant student data and reflect on areas of strength and areas for improvement. Use the template below.

Data Review

1. Identify relevant student data to review. Consider formative assessments, summative assessments, and indicators of student growth. Bring in copies of the data as well as summaries for the team to use. Assessments: Scantron, End of Chapter Textbook tests

2. Identify trends in the data. Consider the following questions:

- How does the class do overall?
- What are students doing well on?
- What concepts or skills are students struggling with?
- How do sub-groups perform? Do some students perform particularly well? Are some groups of students struggling relative to others?
- To what extent are students making progress towards goals?

Strengths:

- 75% of students are on track to meet End of Year Goal and are meeting their projected growth goals.
- Students performed best on Number Sense and Geometry.
- On End of Chapter tests, students did best on: adding and subtracting with decimals (90% average), multiplying and dividing fractions (85%), and identifying triangles (82%).

Areas for Improvement:

- Student struggled most with Algebra.
- On end of Chapter Tests, students struggled most with: adding and subtracting fractions (55% average), calculating the area of circles (58%), and identifying patterns (62% average).

3. Identify root causes. Consider the following questions:

- Why are students succeeding on those areas of strength identified above?
- Why are students still struggling with some concepts?
- Why are certain students performing well?
- Why are certain students struggling?
- What teacher actions contributed to student performance?
- How do you know?

You know when you have gotten to a true root cause when 1) you have evidence to support your belief (e.g. you can answer, "How do you know?"), 2) it is specific, and 3) it is within the teacher's sphere of control.

Root cause(s):

- My scope and sequence allotted less time to algebra than other concepts. Students have not covered most of these concepts yet.
- Fractions were taught earlier in the year, and I have not revisited these concepts much.
- Better questioning and grouping techniques could be needed to ensure that students improve competency in adding and subtracting fractions. Instruction may not have been differentiated sufficiently since some students performed very well but others performed very poorly (there was a wide variance in performance).

4. Create an action plan, using the template below. Create next steps you can take to improve student performance. Make sure all next steps target the root cause(s) identified above. Be sure to have an owner, or person who must complete the action item, as well as a deadline.

Action Plan			
Next Steps:	Owner:	Due Date:	Resources Needed:
1. Revise scope and sequence to extend time allotted to algebra. Ensure algebra is covered more extensively in the beginning of the year, as well.	Me	2/1/13	CCSS, Current Scope and Sequence, Textbook
2. Spiral fractions lessons regularly. Use fractions activities in Learning Stations at least once per week.	Me	Ongoing, starting 1/21/13	Fractions games, fractions activities, worksheets, differentiated activities; research online
3. Use Mid-Year Assessment Results to re-group students. Ensure that students are re-grouped in 2 weeks, based upon most recent data. Ensure that students are engaged in group activities at least 4 times a week.	Me	Ongoing, starting 1/15/13	Mid-Year Assessment Results Grouping chart
4. Observe Mrs. Washington during her next Fractions lesson to determine her questioning techniques, grouping, and activities.	Me and Mrs. Washington	2/18/13	Observation Form and Post-Observation Debrief

End-of-Year Conference Form (Evaluator)

Evaluator uses the teacher's observation data and Professional Growth Plan to explain that teacher's accomplishments (or strengths) and growth areas (or weaknesses). Use the strengths and weaknesses to make recommendations for improvement.

Teacher Name: _____

Date: ____/____/____

Accomplishments (strengths):	Growth Areas (weaknesses):	Recommendations for Improvement:

Summative Rating Form

The evaluator should complete the Summative Rating form prior to the End of Year Conference. The evaluator should use all evidence collected, which will include: documentation from formal observations, informal observations, conferencing, and any additional evidence the teacher has presented or the evaluator deems necessary. The evaluator should gather as much evidence as possible before making any conclusions.

The evaluator will follow the process below to complete the scoring table:

1) **Gather and assess evidence for each component.** At the end of the observation cycle, the assigned evaluator will assess all the evidence available for a given teacher to determine component ratings in each of the 20 components using *The WCUSD #5 Framework for Teaching*. The evaluator must use professional judgment to make responsible decisions using as many data points as possible gathered during the year.

2) **Use component ratings to establish domain ratings.** To roll-up component ratings into four domain ratings, evaluators will use the following operating principles as established by the evaluation committee.

Excellent: *Excellent ratings in at least half of the components of the domain, with the remaining components rated no lower than Proficient.*

Proficient: *No more than two components within that domain rated Needs Improvement, with the remaining components rated at Proficient or higher.*

Needs Improvement: *At least half of all components within that domain rated Needs Improvement, with no more than one Unsatisfactory rating.*

Unsatisfactory: *Two components within that domain rated as Unsatisfactory.*

3) **Use domain ratings to establish a final teacher practice rating.** To roll-up domain ratings into one final teacher practice rating, evaluators will use the following operating principles as established by the evaluation committee.

Excellent: *Excellent rating in at least two or more of the domains, with at least one of the ratings being in domains 2 or 3. All remaining domains must be rated as Proficient.*

Proficient: *No more than one domain rated Needs Improvement, with the remaining domains rated at Proficient or higher.*

Needs Improvement: *Two or more domains rated Needs Improvement, with the remaining domains rated as Proficient or higher.*

Unsatisfactory: *Any domain rated Unsatisfactory.*

Summative Rating Form- (Evaluator)	Unsatisfactory	Needs Improvement	Proficient	Excellent
Name of Teacher: _____				
Name of Evaluator: _____				
Date of Evaluation: ____/____/____				
DOMAIN 1: Planning and Preparation				
1a: Demonstrating knowledge of content and pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b: Demonstrating knowledge of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c: Setting instructional outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d: Demonstrating knowledge of resources & designing coherent instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e: Designing Coherent Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f: Designing Student Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall rating for DOMAIN 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOMAIN 2: Classroom Environment				
2a: Creating an environment of respect and rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b: Establishing a culture for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c: Managing classroom procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d: Managing student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e: Organizing physical space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall rating for DOMAIN 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOMAIN 3: Instruction				
3a: Communicating with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b: Using questioning and discussion techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c: Engaging students in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d: Using assessment in instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e: Demonstrating flexibility and responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall rating for DOMAIN 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOMAIN 4: Professional Responsibilities				
4a: Reflecting on teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b: Maintaining Accurate Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c: Communicating with families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d: Participating in a professional community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e: Growing and developing professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f: Showing professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall rating for DOMAIN 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUMMATIVE RATING: <input type="checkbox"/>Excellent <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				

Teacher Signature: _____ **Evaluator Signature:** _____

Note: The signature of the evaluator and teacher verifies that the report has been reviewed and that the proper process has been followed

Waterloo Community Unit School District #5 Professional Development Plan - Teacher

Areas of Improvement (including the Domain/Component): List one domain rated *Needs Improvement*.

Rationale for Area of Improvement: Evidence from observations that show an area needing improvement.

Indicators for Effective Teaching: Find examples in the *WCUSD #5 Frameworks for Teaching* and other resources as needed, of domain/component rated *Needs Improvement* or *Unsatisfactory* that will show or produce evidence of effective teaching.

Improvement Strategies: Provide strategies the teacher can use to show improvement in needed domain/component.

Tasks to Complete: Specific tasks the teacher will complete that will improve the domain/component.

Support and Resources: List of supports and resources the teacher can use to improve, e.g. workshops, observe colleagues, ask a specialist, books/journals.

Indicators of Progress: How the teacher will show progress towards proficient/excellent in domain/component through information observation, data, evidence, etc.

Target Completion Date*: _____
The teacher and evaluator will collaborate to determine the target completion date

Teacher Signature: _____
Date _____

Evaluator Signature: _____
Date _____

Note: *The signature of the evaluator and teacher verifies that the report has been reviewed and that the proper process has been followed.*

Waterloo Community Unit School District #5 Professional Development Plan Summary - Teacher

Teacher: _____

Evaluator: _____

Beginning Date of PDP: _____

Ending Date of PDP: _____

Improvement Area 1	Domain _____
	Component (s) _____
Completed? Yes <input type="checkbox"/> No <input type="checkbox"/>	Date: _____
Improvement Area 2 (if indicated)	Domain _____
	Component (s) _____
Completed? Yes <input type="checkbox"/> No <input type="checkbox"/>	Date: _____
Improvement Area 3 (if indicated)	Domain _____
	Component (s) _____
Completed? Yes <input type="checkbox"/> No <input type="checkbox"/>	Date: _____

Teacher Summative Rating after completion of PDP:

- Excellent**
- Proficient**
- Needs Improvement**
- Unsatisfactory**

Rationale for Summative Rating:

Next Steps:

- Reinstated to the tenured teacher evaluation process for *Proficient* and *Excellent* Individual Growth Plan
- Place on Remediation status

Waterloo Community Unit School District #5 Remediation Plan - Teacher

Teacher: _____ Evaluator: _____ Date* of Remediation _____
*to be completed within 30 days of summative evaluation

Remediation Period:
A remediation period of ninety (90) school days is provided.

Consulting Teacher:
A consulting teacher is selected by the evaluator who has successful experiences and familiarity with the assignment, and an "excellent" rating on last summative evaluation.

Areas of Improvement (including the Domain/Component): List one domain rated *Unsatisfactory*

Rationale for Area of Improvement: Evidence from observations that show an area as unsatisfactory performance.

Waterloo Community Unit School District #5 School District Remediation Plan - Teacher

Indicators for Effective Teaching: Find examples in the *WCUSD #5 Frameworks for Teaching* and other resources as needed, of domain/component rated *Unsatisfactory* that will show or produce evidence of effective teaching.

Improvement Strategies: Provide strategies the teacher can use to show improvement in needed domain/component.

Tasks to Complete: Specific tasks the teacher will complete that will improve the domain/component.

Waterloo Community Unit School District #5 Remediation Plan - Teacher

Support and Resources: List of supports and resources the teacher can use to improve, e.g. workshops, observe colleagues, ask a specialist, books/journals

Indicators of Progress: How the teacher will show progress towards. proficient/excellent in domain/component through information observation, data, evidence, etc.

Target Completion Date*: _____
The teacher and evaluator will collaborate to determine the target completion date

Teacher Signature: _____

Evaluator Signature: _____

Date _____

Date _____

Note: *The signature of the evaluator and teacher verifies that the report has been reviewed and that the proper process has been followed.*

Waterloo Community Unit School District #5 Remediation Plan Summary

Teacher: _____ **Evaluator:** _____

Beginning Date of RP: _____ **Ending Date of RP:** _____ **Consulting Teacher:** _____

Improvement Area 1	Domain _____
	Component (s) _____
Completed? Yes <input type="checkbox"/> No <input type="checkbox"/>	Date: _____
Improvement Area 2 (if indicated)	Domain _____
	Component (s) _____
Completed? Yes <input type="checkbox"/> No <input type="checkbox"/>	Date: _____
Improvement Area 3 (if indicated)	Domain _____
	Component (s) _____
Completed? Yes <input type="checkbox"/> No <input type="checkbox"/>	Date: _____

Teacher Summative Rating after completion of PDP:

- Excellent**
- Proficient**
- Needs Improvement**
- Unsatisfactory**

Rationale for Summative Rating:

Next Steps:

- Reinstated to the tenured teacher evaluation process for *Proficient* and *Excellent* Individual Growth Plan
- Recommend for Dismissal

Waterloo Community Unit School District #5

302 Bellefontaine Drive

Waterloo, IL 62298

ACKNOWLEDGEMENT FORM

This acknowledgement form indicates that I have been presented a copy of the Waterloo School District Evaluation Guidelines and Evaluation Toolkit which is directly related to the Position Description and Performance Standards for certified teachers. This form also verifies that I have read this information and the administration has reviewed it and answered any questions regarding this instrument.

Name: _____
(print)

Signature _____ Date _____

*This form should be completed annually