Virginia CUSD 64

Teacher Evaluation Handbook

Updated: July 2024

Introduction

Virginia Teacher Evaluation: Mission and Core Beliefs

It is the mission of Virginia CUSD #64 to provide educational opportunities focused on improving the quality of instruction through a system of continuous feedback to facilitate growth of educators and improve overall student achievement.

Three core beliefs about teacher evaluation system:

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 system will ensure evaluations are based on multiple factors that paint a complete picture of each teacher's success in helping students learn.
3) **The 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 three (PA 102-0252) 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.

Teacher and Evaluator Collaboration

The evaluation system will include a rigorous observation and collaboration cycle where evaluators and teachers speak regularly about their practice. Conversations will be grounded in *The Virginia CUSD #64 Framework for Teaching* and will revolve around scheduled conferences throughout the year. Teachers during their evaluation cycle will be observed through both formal and informal observations. All observations will be paired with written feedback. Evaluators will be trained and certified in *The Virginia CUSD #64 Framework for Teaching*.

Teacher Performance Levels

The Performance Evaluation Reform Act (PERA) specifies that all districts in Illinois include four rating categories for teachers in their teacher evaluation systems: Unsatisfactory, Needs Improvement, Proficient, and Excellent. All teachers in Virginia will receive a summative evaluation score in one of these four categories.

The four performance levels describe performance for each component, domain, and summative ratings. The levels describe a spectrum of practice ranging from teachers still working to master the basic concepts of teaching to highly distinguished professionals who serve as leaders. The following represent definitions of professional practice at each of the four levels:

> *Excellent:* Master teachers who make a contribution in the field, both inside and outside their schools. Their classrooms function as a community of learners, with students highly engaged and accepting responsibility for their own learning.
> *Proficient:* Teachers who clearly understand the concepts underlying each component and implement them well. They are professional educators who have mastered the art and craft of teaching while working to improve their practice.
> *Needs Improvement:* Teachers who appear to understand the concepts underlying each component but may implement them inconsistently. These may be teachers early in their careers, for whom improvement is likely to occur with more experience or more experienced educators whose implementation is inconsistent.
> *Unsatisfactory:* A teacher who does not yet appear to understand the concepts underlying the Framework components. The performance represents teaching that is below standard, and intervention is required.

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 be observed once every three years, and these teachers must have one formal and two informal observations during this three-year cycle. Tenured teachers who do **not** receive *Proficient* or *Excellent* ratings (e.g. Unsatisfactory or Needs Improvement) must be evaluated every year.

Accelerated tenure is available for teachers that were first employed before July 1, 2023, and have received two excellent evaluations over three years instead of three. This is restricted to those with a PEL - Professional Educator License (STA - Short-Term Approval is not a PEL).

For those first employed as a full-time teacher after July 1, 2023, the tenure periods are:
- 3 consecutive school terms of service in which the teacher holds a Professional Educator License and receives overall annual evaluation ratings of at least "Proficient" in the second and third school terms;
- 2 consecutive school terms of service in which the teacher holds a Professional Educator License and receives 2 overall annual evaluations of "Excellent."

Professional Practice

The Virginia CUSD #64 Framework for Teaching: Overview

The Virginia CUSD #64 Framework for Teaching is based upon the Charlotte Danielson *Framework for Teaching*. Administration and union members, as well as teachers and school board officials, collaborated to select Danielson's *Framework for Teaching*.

As with Charlotte Danielson's Framework for Teaching, *The Virginia CUSD #64 Framework for Teaching* has four domains that represent distinct aspects of teaching: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. Within each domain are components that identify skills and knowledge associated with the domain. Additionally, each component comprises several elements that detail practices within that area.

Evaluation Process

Observation Requirements

Non-tenured teachers will have two formal observations and one informal observation over the course of the evaluation cycle. Tenured teachers rated at the *Proficient* and *Excellent* levels will have at least one formal and two informal observations over the course of an evaluation cycle. Since evaluation cycles will occur over a three year period for these tenured teachers, at least one informal observation will occur each of the first two years, and a formal observation will occur during the third year of the evaluation cycle.

Informal Observations

An informal observation lasts a minimum of 10 minutes and does not need to 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 (5) work days after the informal observation for that evidence to be considered as part of the summative evaluation.

Formal Observations

A formal observation is an observation that is either a minimum of 45 minutes or one full class period and must incorporate the beginning, middle, and end of a lesson. A set of conferences accompanies the formal observation. This includes a pre-observation conference no more than five (5) work days prior to the observation and a post-observation conference within ten (10) work days after the observation. A teacher must receive written feedback following a formal observation before the post-conference. The teacher and evaluator must complete any appropriate paperwork prior to any conferences.

Conferences

Pre- and post-observation conferences serve as a time to set professional growth goals, self-reflect on performance, and receive feedback on performance and progress towards goals. In addition to serving a summative purpose, conferences should be formative in nature throughout the year. During conferences, evaluators and teachers can have meaningful conversations surrounding teacher performance that will help teachers to improve their practice.

During the pre-observation conference, the evaluator and teacher will review the documents that are submitted, focusing on the Professional Growth Plan and lesson to be observed. SLOs will also be discussed at this time.

During the post-observation conference, the evaluator and teacher will review the summary of observation, revisit Professional Growth goals and obtain signatures.

Evidence Collection and Scoring

Both formal and informal observations are opportunities for evaluators to collect evidence. There will be no summative rating assigned until all evidence is collected and analyzed at the end of the evaluation cycle. However, evaluators are expected to provide specific and meaningful feedback on performance following all observations. Evidence used for scoring may include: documentation from formal and informal observations, conferencing, and any additional evidence the teacher has presented or the evaluator deems necessary. The evaluator will assess all the evidence available for a given teacher to determine component ratings in each of the 20 components using *The Virginia CUSD #64 Framework for Teaching*.

Any evidence collected must be shared with the teacher in written feedback. Written feedback from collections of evidence 1) must be identified as either from an informal or formal observation, 2) state any evidence collected, and 3) reference *The Virginia CUSD #64 Framework for Teaching*.

Evaluators must collect evidence outside of the classroom to assess performance in Domains 1 and 4. Teachers should also be proactive in presenting evidence of their proficiency in these areas. Pre- and post-observation conferences can be a valuable time to present and discuss additional evidence in these two domains.

     a.   Examples of evidence for Domain 1–Planning and Preparation include but are not limited to: lesson and unit plans, planned instructional materials and activities, assessments, and systems for record keeping.

     b.   Examples of evidence for Domain 4–Professional Responsibilities include but are not limited to: documents from team planning and collaboration, call-logs or notes from parent-teacher meetings, and attendance records from professional development or school-based activities/events.

Formal Observation Process*
(Only for Teachers in the Evaluation Cycle)

Forms/Process	Timeline	Person(s) Involved
Formal Pre-Observation Form	Submitted 2 work days prior to pre-conference	Teacher
Pre-Observation Conference	≤ 5 work days prior to scheduled observation	Teacher and Evaluator
Observation Notes	Shared within 2 work days of observation	Evaluator
Formal Post-Observation Form	Completed and submitted within 5 work days of observation	Teacher
Self-Rating	Completed and submitted within 5 work days of observation	Teacher
Observation Summary	One work day prior to post-conference	Evaluator
Post-Observation Conference	Within 10 work days of observation	Teacher and Evaluator

This process will be completed twice for non-tenured teachers.

Scoring Process for Professional Practice Rating

As part of the summative evaluation rating, all four domain areas will be reviewed and utilized to determine one final Professional Practice rating. Evaluators will use the following operating principles as established by the evaluation committee to determine this overall rating:

    Excellent: *Excellent* rating in at least two or more of the domains, with the remaining domains 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: <u>Any</u> domain rated *Unsatisfactory*

All summative reports will be discussed with the teacher during the summative Evaluation Conference. For more information about scoring using *The Virginia CUSD #64 Framework for Teaching*, please see page 5 in this handbook.

- Non-tenured summative evaluation reports will be completed prior to the March Board Meeting.
- Tenured summative evaluation reports will be completed no later than May 1.

Note: *If summative evaluation will be Unsatisfactory or Needs Improvement, the district office must receive all paperwork prior to the March Board Meeting.*

Self-Reflection and Professional Growth Plan

An important part of developing professionally is the ability to self-reflect on performance. The Professional Growth Plan is a tool for teachers to assess their own performance and set professional growth goals. Every teacher will have a Professional Growth Plan consisting of at least 2 professional growth goals. Professional growth goals should be directly tied to areas of improvement within *The Virginia CUSD #64 Framework for Teaching* and to local professional development opportunities.

Professional Growth Plan Development

This process involves two parts that are completed annually by **all** teachers.

Part 1: Prompts for Reflection

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

Teachers will complete self reflections prior to the First Quarter Mid-term (Beginning of Year Prompts); Mid-Year[January] (Mid-Year Prompt); and prior to the Summative Conference for teachers in cycle (Summative Prompts) **or** prior to the May Teacher Institute for non-cycle teachers (End of Year Prompts). This follows a two-step process and begins with "Prompts for Reflection." By completing this process, 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.

Beginning of Year Prompts for Reflection:
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. How do I utilize the reflective cycle of inquiry (plan-teach-assess-reflect) so that it is routinely a part of my daily practice?

Mid-Year Prompt for Reflection:
1. As I review my students' data, are there any new areas of focus I would like to add or amend in my growth plan? Are there additional activities I would like to consider?

Summative/End of Year Prompts for Reflection:
1. What has been the area of my greatest professional learning and growth this school year? To what can I attribute to that growth?
2. What were some instructional practices that allowed my students to grow and learn this school year? What practices did not promote growth?
3. In what ways should I focus my professional growth and learning for next year, based on my students' performance data?

Part 2: Professional Growth Plan

Teachers will utilize the self reflection process, relevant student learning data, evaluation feedback, previous professional learning, and prior growth plans, establish at least 2 areas of professional growth goals with appropriate action steps and list them on the Professional Growth Plan. These should be elements from *The Virginia CUSD #64 Framework for Teaching*. This should be a collaborative process in which the teacher and evaluator review and agree upon the goals and action steps on the Professional Growth Plan. However, if the teacher is at risk for receiving an "Unsatisfactory" rating, these growth goals must be approved by the evaluator.

Professional Growth Plan Process and Timelines

Forms/Process	Timeline	Person(s) Involved
Professional Growth Plan	Prior to 1st Quarter Midterm	All Teachers
Revisit Professional Growth Plan	January Teacher Institute	All Teachers
Professional Growth Plan–Results	Prior to Summative Conference May Teacher Institute	Teachers in Cycle Non-Cycle Teachers

Student Growth

Introduction to Student Growth

Using student growth measures helps achieve the mission of Virginia CUSD #64 to "provide educational opportunities focused on the future and meet the needs of all-in a safe, nurturing environment so that all may reach their fullest potential." **Student Growth** is defined as a demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain on two or more assessments, between two or more points in time. Student growth measures average change from one point in time to another.

Types of Assessments

Type I Assessment: a reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois. Examples include: mClass,NWEA MAP, IAR, SAT, ACT, Advanced Placement

Type II Assessment: an assessment that is used on a district-wide basis by all teachers in a given grade, course, or subject area. Examples include: collaboratively developed common assessments, curriculum tests and assessments designed by textbook publishers

*Type III Assessment: an assessment that is rigorous and aligned to the course curriculum. Examples include: teacher-created assessments, textbook publisher assessments, student work samples or portfolios, student performance assessments, and assessments designed by staff who are subject or grade level experts that are administered commonly across a given grade or subject

*These need to be approved by the PERA committee prior to being utilized for the development of a SLO.

Assessment Requirements

All educators are required under PERA to utilize student growth assessments as part of their evaluation process. These will be articulated through the utilization of two student learning objectives (SLO) to measure student growth. The joint committee have determined that SLOs will be created based upon the following criteria:
- SLO #1 will be determined by the joint committee using an "all-in method" based upon a Type I/II assessment in reading. The approved SLO for a given year will count for all instructors regardless of classification as tenured or non-tenured.
- SLO #2 will be determined by the joint committee using an "all-in method" based upon a Type I/II assessment in math. The approved SLO for a given year will count for all instructors regardless of classification as tenured or non-tenured.

The Student Learning Objective (SLO) Process

The SLO framework is the process of setting targets and measuring the extent to which they are achieved. Targets must be measurable, rigorous, and realistic. SLOs are a long-term goal for advancing student learning. It is a data informed process that involves diagnosis and improving specific learning needs. The SLO Framework provides a tool for the process of setting targets and measuring the extent to which they are achieved. All educators must submit one SLO form for all SLOs written.

Growth Target Goal Types
- **Whole Group Goals:** One goal written for the average of an entire class.
- **Individual Student Goals:** Personalized, individual goals are written for each student.
- **Tiered Student Goals:** Students are broken into groups with similar features. Goals are written for separate tiers of students based on pre-test scores and expected growth.

Criteria for High Quality Goals
1. Goals must be based on pre-test data. Growth targets are set based on students starting places, therefore, educators must use pre-test data when setting a growth target. Growth goals cannot be written over the summer or before the start of the course.
2. Growth assessments must be mirrored. Growth targets measure the amount of growth expected between two data points, therefore, the assessments must measure the same skills with the same format and complexity. For example, if you are using a writing rubric, you cannot "switch" to a grammar assessment for your post-test. Also, if you use a standardized assessment for your pre-test you cannot "switch" to using an educator-created post-test. There should be alignment between the assessment you choose for your pre-test, your course goals, your SLO goals, and your post-test.
3. Growth targets should uphold high achievement. This means growth targets should be set with the expectation that students will achieve to the maximum of their abilities. If a student performs exceptionally well on a pre-test, the student should be expected to maintain a high level of achievement on a post-test.
4. Growth targets should be quantifiable goals. Teachers should use numerical targets to set growth goals. Goals should be as clear as possible. (For example: Do not say, "Students will become better readers." Instead say, "Students will increase their reading comprehension scores by 10% on a given reading assessment set.")

SLO Team Information
The SLO Team will consist of equal numbers of Administrators and Instructors. The team is responsible for the following:
1. What assessment will be used for SLO #1 and SLO #2
2. Establishing targets that are rigorous and reasonable
3. The development of all-in SLOs utilized by groups for student growth
4. The evaluation of student success in regard to meeting growth targets
5. Making decisions concerning final SLO rosters, if exceptions are requested by any teacher.

Requirements and Guidelines for all-in SLO #1 and #2
1. The SLO Team will determine SLO #1 based upon a Type I assessment in reading, and SLO #2 based upon a Type I assessment in math.
2. The SLO Team will ensure that the Benchmark assessments take place within the **first 2 weeks at the start of the school year**.
3. The SLO Team will evaluate and review the data following the baseline assessment to establish growth targets by grade level.
4. The SLO Team will ensure that the mid-year assessments take place prior to the **beginning of the 2nd semester**.
5. The SLO Team will use data collected from the baseline and mid-year assessments to evaluate whether or not student growth targets were met.
6. The SLO Team determines the performance ratings using the established threshold criteria.
7. The SLO Team will come to a consensus to approve the performance ratings.

Steps to Writing SLOs
These steps have been developed to guide the process to SLO development.

A) **Examine Baseline Data** Baseline data on the assessment chosen will need to be analyzed in order to help set growth targets.

B) **Population** The student population included in the SLO will be a roster of those identified students whose growth throughout the school year will be used for evaluative purposes. Only students with 90% attendance will be included on the final SLO roster. In addition, exceptions can be made to remove certain students from the final SLO roster, but these exceptions must be approved by the SLO Team. Sub-groups (i.e. resource students, ELL students) **cannot** be excluded.

C) **Objective** Use the baseline data to inform instruction.

D) **Rationale** Identify strengths and weaknesses of the student population based upon the data.

E) **Assessment** Determine the assessment that will be used for the SLO.

F) **Targeted Growth** Determine the growth target for student achievement. A minimum of 75% of the student population must be included when establishing growth targets.

Mid-Year SLO Review and Conference
SLO Revision is an important step, especially during the first few years of implementation, when limited data is available by which to set feasible growth targets. The educator should regularly monitor student progress after the SLO is approved. At the midpoint or pivot point of the instructional interval, data should be collected to document student progress. *It is important to understand that this is the process for collecting formative student learning data halfway through the evaluation cycle that will assess progress and inform instructional adjustments but will not be included in student growth scores.* This does not have to be an additional assessment, this data can be in the form of portfolios of student work and other formative assessments. At the midpoint of the instructional interval, once more data is available, the educator is allowed the opportunity to revise growth targets (with evaluator approval), based upon the progress monitoring data or changes in the classroom.

Key Points on Mid-Year Check-in:
1. The educator meets with his/her evaluator. This can be in the form of a Professional Learning Community (PLC).
2. The "Mid-Year SLO Review" form is used as a guiding document.
3. The evaluator reviews and must approve any changes.
4. The Mid-Year Check-In will only be **offered** to teachers who are involved in the formal observation cycle, if they choose to revise their SLO. Teachers should share any necessary forms with their evaluators.

SLO Scoring
Before scoring takes place, the SLO Team will consider additional data, teacher comments, or evidence to amend or exempt any student data from the growth summative rating. Teachers must remove **all** students with less than 90% attendance. Attendance is considered to be "in seat" attendance. For SLO #2, the teachers must track "in seat" attendance. If the teacher **does not** track "in seat" attendance, it will be determined by the district attendance program (TeacherEase). Teachers may request to the SLO Team that a student (with less than 90% attendance) be added back onto the final SLO roster. The teacher must provide evidence using allowable baseline data and the gradebook.

In the event that a teacher and an evaluator are unable to reach a consensus, the SLO team will consider information from both parties to make a determination.

SLO Timeline

Forms/Processes	Timeline
SLO Established	Prior to 1st Quarter Midterm
SLO–Mid-Year Review (Optional)	December/January
SLO Results	Prior to Summative Conference

Student Growth Rating

The student growth rating will be determined by combining both SLO scores. Educators will complete each SLO and the SLO will be approved by the evaluator. After administration and grading of the post-test, the percent of students meeting or exceeding a target will be calculated by the educator. Evidence should be kept by the educator to support calculations, and may be referenced during the post conference. Evidence can include, but is not limited to: graded student tests, scoring printouts, photographs/recordings of work, data analysis sheets.

A numerical score is determined for each of the two SLOs according to the thresholds listed below:

Excellent (4) = 80% - 100% of students met growth goal

Proficient (3) = 60% - 79% of students met growth goal

Needs Improvement (2) = 40% - 59% of students met growth goal

Unsatisfactory (1) = Less than 40% of students met growth goal

The scores for each SLO will be averaged. This average score becomes the summative student growth rating. **If the average score is a decimal, the following will be used to determine the summative student growth rating:**

Thresholds	Summative Student Growth Rating
3.5 and above	Excellent (4)
2.5 to 3.4	Proficient (3)
1.5 to 2.4	Needs Improvement (2)
1.4 and below	Unsatisfactory (1)

If one SLO is rated "Unsatisfactory" and the other is rated "Excellent," the SLO Team may opt to collect further evidence to determine a rating. The SLO Team's determined rating is final.

Summative Conference

A summative conference will be held with the evaluator and teacher at the end of the evaluation year to provide specific, meaningful, and written feedback on observed performance. There will be no summative rating assigned until all evidence is collected and analyzed at the end of the evaluation cycle. To assist with this process, documents and further information will need to be provided. The table below provides further information to assist with this process and timeline:

Summative Evaluation Process

Forms/Process	Timeline	Person(s) Involved
Finalize Professional Growth Plan	Submitted 5 work days prior to Summative Conference	Teacher
SLO Results	Submitted 5 work days prior to Summative Conference	Teacher
Summative Evaluation Rating	Completed prior to 2 work days of Summative Conference	Evaluator

Determination of Summative Rating

Professional Practice Ratings (70%) will be combined with Student Growth Ratings (30%) to determine the Summative Evaluation Rating. However, evaluators are expected to provide specific, meaningful, and written feedback on performance following any and all formal and/or informal observations. At the end of the evaluation cycle, teachers will receive a Summative Evaluation Rating with one of the following ratings: *Excellent, Proficient, Needs Improvement,* or *Unsatisfactory*, using the table below.

		Student Growth Rating			
		Excellent (4)	**Proficient (3)**	**Needs Improvement (2)**	**Unsatisfactory (1)**
Professional Practice Rating	**Excellent (4)**	Excellent	Excellent	Proficient	Proficient
	Proficient (3)	Proficient	Proficient	Proficient	Needs Improvement
	Needs Improvement (2)	Proficient	Needs Improvement	Needs Improvement	Needs Improvement
	Unsatisfactory (1)	Needs Improvement	Needs Improvement	Unsatisfactory	Unsatisfactory

Teacher Remediation Plan

In accordance with PERA, any tenured teacher who receives an *Unsatisfactory* or *Needs Improvement* as a summative rating must be evaluated every year. In addition, any teacher receiving an *Unsatisfactory* summative rating will develop a remediation plan with an evaluator, which will include appropriate professional development, in order to improve performance.

A teacher will be placed upon remediation status under the following conditions:

A. The evaluator determines, as a result of performance observations, that identified weaknesses are significant enough to rate the teacher's overall performance as "unsatisfactory."

B. The weaknesses are remediable.

The evaluator will complete a Professional Remediation Plan, which will indicate the date by which the plan will be developed (*within 30 days of receiving unsatisfactory rating*). The Professional Remediation Plan will be directed at problems or skills that were addressed in the Summative Evaluation and will not bring in new, unrelated areas of concern to be addressed. These guidelines will be followed:

A. Five (5) work days after the final evaluation conference, the VEA president or designees are notified in writing.
B. Within five (5) work days of VEA notification, the VEA submits a list of at least five possible names of consulting teachers to the superintendent or designee in writing, and a designee is selected from the list by the superintendent.
C. Within twenty (20) days of the appointment of the designee, the first planning session is held and a plan is developed.
D. If no consulting teacher is available, the timeline is waived until the Illinois State Board of Education provides a consulting teacher.

Teachers placed on remediation will be evaluated once every 30 school days for a 90 school-day period.

A. A teacher who completes the remediation plan with a satisfactory or better rating will be reinstated to a schedule of triennial evaluation. Documentation verifying the successful completion of a remediation plan shall be given to the teacher and will be placed in the teacher's personnel file.

B. A teacher who fails to complete the remediation plan with a satisfactory or better rating will be dismissed in accordance with Section 24-12 or 34-85 of the School Code.

Consulting teachers will be involved in the remediation process as per provisions of the School Code (participation in development and implementation of the remediation plan) and the current contract.

Appendix A: The Virginia CUSD #64 Framework for Teaching with Elements

Domain 1 - Planning and Preparation	Domain 2 – Classroom Environment
1a: Demonstrating Knowledge of Content and Pedagogy ● Knowledge of content and the structure of the discipline ● Knowledge of prerequisite relationships ● Knowledge of content-related pedagogy **1b: Demonstrating Knowledge of Students** ● Knowledge of child and adolescent development ● Knowledge of the learning process ● Knowledge of students' skills, knowledge, and language proficiency ● Knowledge of students' interests and cultural heritage ● Knowledge of students' special needs **1c: Setting Instructional Outcomes** ● Value, sequence, and alignment ● Balance ● Suitability for diverse learners **1d: Demonstrating Knowledge of Resources & Designing Coherent Instruction** ● Resources for classroom use ● Resources to extend content knowledge and pedagogy ● Learning activities ● Instructional materials and resources ● Instructional groups ● Lesson and unit structure **1e: Designing Student Assessments** ● Criteria and standards ● Design of formative assessments ● Use for planning	**2a: Creating an Environment of Respect and Rapport** ● Teacher interaction with students ● Student interactions with other students **2b: Establishing a Culture for Learning** ● Importance of the content ● Expectations for learning and achievement ● Student pride in work **2c: Managing Classroom Procedures** ● Management of instructional groups ● Management of transitions ● Management of materials and supplies ● Performance of non-instructional duties ● Supervision of volunteers and paraprofessionals ● Safety and accessibility **2d: Managing Student Behavior** ● Expectations ● Monitoring of student behavior ● Response to student misbehavior
Domain 3 - Instruction	**Domain 4 – Professional Responsibilities**
3a: Communicating with Students ● Expectations for learning ● Directions and procedures ● Explanations of content ● Use of oral and written language **3b: Using Questioning and Discussion Techniques** ● Quality of questions ● Discussion techniques ● Student participation **3c: Engaging Students in Learning** ● Activities and assignments ● Instructional materials and resources ● Grouping of students ● Structure and pacing **3d: Using Assessment in Instruction** ● Assessment criteria ● Monitoring of student learning ● Feedback to students ● Student self-assessment and monitoring of progress **3e: Demonstrating Flexibility and Responsiveness** ● Lesson adjustment ● Response to students ● Persistence	**4a: Reflecting on Teaching** ● Accuracy ● Use in future teaching **4b: Maintaining Accurate Records** ● Student completion of assignments ● Student progress in learning ● Non-instructional records **4c: Communicating with Families** ● Information about the instructional program ● Information about individual students ● Engagement of families in the instructional program **4d: Participating in a Professional Community** ● Relationships with colleagues ● Involvement in a culture of professional inquiry ● Service to the school ● Participation in school and district projects **4e: Growing and Developing Professionally** ● Enhancement of content knowledge and pedagogical skills ● Receptivity to feedback from colleagues ● Service to the profession **4f: Showing Professionalism** ● Integrity and ethical conduct ● Service to students ● Advocacy ● Decision making ● Compliance with school and district regulations

Appendix B: Professional Growth Plan

Beginning of Year Prompts for Reflection:
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. How do I utilize the reflective cycle of inquiry (plan-teach-assess-reflect) so that it is routinely a part of my daily practice?

Mid-Year Prompt for Reflection:
1. As I review my students' data, are there any new areas of focus I would like to add or amend in my growth plan? Are there additional activities I would like to consider?

Summative/End of Year Prompts for Reflection:
1. What has been the area of my greatest professional learning and growth this school year? To what can I attribute to that growth?
2. What were some instructional practices that allowed my students to grow and learn this school year? What practices did not promote growth?
3. In what ways should I focus my professional growth and learning for next year, based on my students' performance data?

Overall Goal: *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 Virginia CUSD #64 Framework for Teaching. Please list the Domain element to which the goal aligns.*

Professional Growth Goal: #_____

Action Steps and Data *Include detailed steps and the data you will use to determine whether each benchmark is met.*	**Benchmarks and Data** *Set benchmarks to check your progress throughout the year. Also include data you will use to ensure your progress is achieved at each benchmark.*				**Evidence of Achievement** *How do you know that your goal has been met?*
Action Step 1:	**Date:** **Data:**	**Date:** **Data:**	**Date:** **Data:**	**Date:** **Data:**	
Action Step 2:	**Date:** **Data:**	**Date:** **Data:**	**Date:** **Data:**	**Date:** **Data:**	
Action Step 3:	**Date:** **Data:**	**Date:** **Data:**	**Date:** **Data:**	**Date:** **Data:**	

Appendix C: Observation Forms

Formal Pre-Observation Form

It is required that the teacher completes this Formal Pre-Observation Form with Guiding Question and arrives prepared to discuss these questions at the pre-observation conference. Refer to *The Virginia CUSD #64 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.

Grade Level/Subject(s)	
Date of Pre-Observation Conference	
Date of Classroom Observation	
Common Core State Standard	
Learning Outcome(s) (1c)	

Guiding Questions for Pre-Observation Conference

Teachers should provide brief written responses to each question in the spaces provided.

1. To which part of your curriculum does this lesson relate? (1a)
2. How does this learning align within 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 the learning objectives? (1c, 1e)
5. How will you engage the students in the lesson observed? 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 will you assess learning progress, both formatively and summatively? (1e)
8. Which specific elements within Domains 2 and 3 would you like the evaluator to provide specific, focused feedback upon?

Formal Post-Observation Form (To be submitted within 2 work days of the Formal Observation.)

The **teacher** should complete and submit this Post-Observation Form within **48 hours or 2 student attendance 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.

Guiding Questions for Post-Observation Conference

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

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? (3c, 3d, 4a)
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to students' learning? (2c, 2d, 4a)
4. Did you depart from your plan? If so, how and why? (3e, 4a)
5. To what extent were the different aspects of your instructional delivery effective (e.g., activities, grouping of students, materials, and resources)? (3c, 4a)
6. If you had a choice to teach this lesson again to the same group of students, what would you do differently? (3e, 4a)

Appendix D: Mid-Year SLO Review
(Optional Form, if revisions need to be made to your SLO)

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 Review 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: ● 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: ● 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:**

Step 2: Revisit Self Reflection. The teacher should complete the Self-Reflection Form, using the Mid-Year Prompts. Use relevant student growth data, observation feedback, and previous evaluation feedback to guide your thinking when reflecting on strengths and areas for growth. Based upon your review and possible revisions to your Student Growth goal, consider if adjustments need to be made to your Professional Growth Plan.

Step 3: Revisit Professional Growth Goals. The teacher should comment on his or her progress towards those goals. Refer to the Professional Growth Plan created at the Beginning of Year Conference, and use any relevant student data, the Beginning of Year self reflection forms, observation feedback, and previous evaluation feedback to guide your thinking on these goals.

Appendix E: Steps to SLO Writing Guiding Questions

Steps	Criteria	Guiding Questions
Baseline Data *What does the data show about students' starting points?*	●Uses allowable data to drive instruction and set growth targets ●Is measurable ●Targets specific academic concepts, skills or behaviors based upon approved assessment objectives and student needs ●Allows multiple assessments to cover as many students as possible ●Allows students from multiple functioning levels/course/class/grade levels within one SLO	●How did students perform on the pre-assessment? ●What allowable data have you considered? ●What student needs are identified using the baseline data?
Population *Who is to be included in this objective?*	●90% attendance is assumed ●Pre-test data is available for each student included ●Exceptions are allowed, based upon SLO Team approval ●Multiple objectives are allowed within one SLO, as long as they are aligned with the assessment(s)	●What student groups are targeted? ●What are the students' social and cultural strengths and/or needs?
Objective *What will the students learn?*	●Is measurable ●Is rigorous ●Uses baseline data to guide selection and instruction ●Allows multiple rationales based upon the assessment and student populations	●What general content areas are targeted? ●Is the content scaffolded and rigorous? ●How is the content connected to the Illinois Learning Standards or district curriculum? ●How is the baseline data used to inform instruction?
Rationale *Why was this objective chosen?*	●Aligns with school & district improvement plans ●Classroom data is reviewed for areas of strengths and needs by student group, subject, area ●Allows multiple rationales based upon the assessment and student populations	●What strengths and needs were identified? ●What data is it based on?
Assessment *How will the outcomes of the objective be measured?*	●Administered in a consistent manner and data is secure ●Applicable to the purpose of the class and reflective of the skills students have the opportunity to develop ●Produces timely and useful data ●Standardized; has the same content, administration, and results reporting for all students ●Aligns with state or district standards ●Allows assessments to be based upon functional level of students ●Allows multiple levels of students (using one or multiple assessments) within the same content area	●What assessment will be used to measure whether students met the objective? ●What type of assessment (Type I, II or III)? ●How do you know the assessments are consistently administered?
Targeted Growth *What is the goal for student achievement?*	●Maximum of 5 tiers ●Expressed to nearest tenth of a percent ●Covers 75% of population ●Based upon pre-assessment data ●Allowable baseline data can include: assessment tools, previous student achievement data, attendance data ●Students can uphold high achievement ●Quantifiable goals	●What is the growth target? ●How was the target determined? ●What is the percentage of students who will perform at the target level? ●Are you using any tiers? If so, what data supports this?

Appendix F: Summative Evaluation Rating Reference

Performance Ratings	Growth Rating	Thresholds
Excellent	4	● Used approved SLO ● At least 80% of students met growth goal
Proficient	3	● Used approved SLO ● 60% - 79% of students met growth goal
Needs Improvement	2	● Used approved SLO ● 40% - 59% of students met growth goal
Unsatisfactory	1	● Did not use approved assessment ● Did not correctly score assessment ● Did not accurately administer assessment ● Did not use approved SLO ● Less than 40% of students met growth goal

Directions: Use the table and thresholds above to indicate both the percent of students meeting their targets and the growth rating for each SLO.

Rating Categories	Category %	Percent of Students Meeting Targets	Rating Score	
Professional Practice	70%	███████████		
SLO #1 Student Growth	15%			**Combined Student Growth**
SLO #2 Student Growth	15%			

Professional Practice Ratings (70%) will be combined with **Student Growth Ratings (30%)** to determine the **Summative Evaluation Rating.** At the end of the evaluation cycle, teachers will receive a **Summative Evaluation Rating** with one of the following ratings: *Excellent, Proficient, Needs Improvement,* or *Unsatisfactory*, using the table below.

Professional Practice Rating	Student Growth Rating			
		Excellent (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
	Excellent (4)	Excellent	Excellent	Proficient	Proficient
	Proficient (3)	Proficient	Proficient	Proficient	Needs Improvement
	Needs Improvement (2)	Proficient	Needs Improvement	Needs Improvement	Needs Improvement
	Unsatisfactory (1)	Needs Improvement	Needs Improvement	Unsatisfactory	Unsatisfactory

Appendix G: Processes with Timelines
Professional Growth Process

Forms/Process	Timeline	Person(s) Involved
Professional Growth Plan	Prior to 1st Quarter Midterm	All Teachers
Revisit Professional Growth Plan	January Teacher Institute	All Teachers
Professional Growth Plan–Results	Prior to Summative Conference May Teacher Institute	Teachers in Cycle Non-Cycle Teachers

Formal Observation Process

Forms/Process	Timeline	Person(s) Involved
Formal Pre-Observation Form	Submitted 2 work days prior to pre-conference	Teacher
Pre-Observation Conference	≤ 5 work days prior to scheduled observation	Teacher and Evaluator
Observation Notes	Shared within 2 work days of observation	Evaluator
Formal Post-Observation Form	Completed and submitted within 5 work days of observation	Teacher
Self-Rating	Completed and submitted within 5 work days of observation	Teacher
Observation Summary	One work day prior to post-conference	Evaluator
Post-Observation Conference	Within 10 work days of observation	Teacher and Evaluator

This process will be completed twice for non-tenured teachers.

Summative Evaluation Process

Forms/Process	Timeline	Person(s) Involved
Finalize Professional Growth Plan	Submitted 5 work days prior to Summative Conference	Teacher
SLO Results	Submitted 5 work days prior to Summative Conference	Teacher
Summative Evaluation Rating	Completed prior to 2 work days of Summative Conference	Evaluator

SLO Process

Forms/Processes	Timeline
SLO Established	Prior to 1st Quarter Midterm
SLO–Mid-Year Review (Optional)	December/January
SLO Results	Prior to Summative Conference

Appendix H: Professional Remediation Plan

Teacher:			Supervisor/Evaluator:	
Date of RP: *(within 30 days of receiving unsatisfactory rating)*				
Area of Improvement:			**Rationale for Area(s) of Improvement:**	
Domain/Component:				

Improvement Strategies:	Action Steps:	Supports and Resources:	Target Date:	Date of Completion:

Indicator of Progress: *(Data/artifacts/observation records/other sources appropriate to the improvement area)*			

***Teacher Signature:**		Date:	
Evaluator Signature:		Date:	

*Signature indicates the plan above was developed by the evaluator:

Teacher completion of Remediation Plan:

☐ Yes
☐ No

*Teacher Signature:		Date:	
Evaluator Signature:		Date:	

*The teacher's signature does not necessarily indicate agreement with the contents, but does acknowledge that the evaluation meeting occurred and that a copy of this remediation plan was received.

Domain 1–Planning and Preparation

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
1a: Demonstrating Knowledge of Content and Pedagogy	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 a 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 discipline.	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.
Critical Attributes	● Teacher makes content errors. ● Teacher does not consider prerequisite relationships when planning. ● Teacher 's plans use inappropriate strategies for the discipline	● Teacher is familiar with the discipline but does not see conceptual relationships. ● Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. ● Lesson and unit plans use limited instructional strategies and some are not be suitable to the content	● The teacher can identify important concepts of the discipline, and their relationships to one another. ● The teacher consistently provides clear explanations of the content. ● The teacher answers student questions accurately and provides feedback that furthers their learning. ● The teacher seeks out content-related professional development.	● In addition to "proficient," ● Teacher cites intra- and interdisciplinary content relationships. ● Teacher is proactive in uncovering student misconceptions and addressing them before proceeding
Examples	● The teacher says, "The official language of Brazil is Spanish, just like other South American countries. ● "The teacher says, "I don't understand why the math book has decimals in the same unit as fractions. ● "The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words.	● The teacher plans lessons on area and perimeter independently, without linking the concepts. ● The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. ● 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.	● The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. ● 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. ● The teacher plans to expand a unit on civics by having students simulate a court trial.	● In a unit on 19th century literature, the teacher incorporates information about the history of the same period. ● 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.
Evidence				

Domain 1–Planning and Preparation

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
1b: Demonstrating Knowledge of Students	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding	Teacher indicates the importance of understanding how students learn, how they develop, and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for 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 seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
Critical Attributes	●Teacher does not understand child development characteristics and has unrealistic expectations. ●Teacher does not try to ascertain varied ability levels among students in the class. ●Teacher is not aware of student interests or cultural heritages. ●Teacher takes no responsibility to learn about students' medical or learning disabilities.	●Teacher cites developmental theory, but does not seek to integrate it into lesson planning. ●Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group." ●The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on those contributions. ●The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.	●The teacher knows the levels of cognitive development for groups of students. ●The teacher is aware of the different cultural groups in the class. ●The teacher understands the range of interests of students in the class. ●The teacher has identified "high," "medium,: and "low" groups of students within the class. ●The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning. ●The teacher is aware of the special needs represented by students in the class.	In addition to "proficient," ●The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. ●The teacher seeks out information about their cultural heritage from all students. ●The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans
Examples	●The lesson plan includes a teacher presentation for an entire 30 minute period to a group of 7-year olds. ●The teacher plans to give her ELL students the same writing assignment she gives the rest of the class. ●The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented amongst his students.	●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. ●In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican- American children in the class. ●Lesson plans make only peripheral reference to students' interests. ●The teacher knows that some of her students have IEPs but they're so long, she hasn't read them yet.	●The teacher creates an assessment of students' levels of cognitive development. ●The teacher administers a student interest survey at the beginning of the school year. ●The teacher plans activities based on student interests. ●The teacher realizes that not all of his students are Christian, so he plans to read a Hanukkah story in December. ●The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their Social Studies unit studying South America.	●The teacher plans a lesson with three different follow-up activities, designed to meet the varied ability levels of his students. ●The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning. ●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.
Evidence				

Domain 1–Planning and Preparation

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
1c: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, and reflect low level learning in the discipline. Outcomes are stated as activities, rather than as student 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 higher level 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. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and higher level learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and higher level learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
Critical Attributes	●Outcomes lack rigor. ●Outcomes do not represent important learning in the discipline. ●Outcomes are not clear or are states as activities. ●Outcomes are not suitable for many students in the class.	●Outcomes represent a mixture of low expectations and rigor. ●Some outcomes reflect important learning in the discipline. ●Outcomes are suitable for most of the class.	●Outcomes represent high expectations and rigor. ●Outcomes are related to "big ideas" of the discipline. ●Outcomes are written in terms of what students will *learn* rather than *do*. ●Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication. ●Outcomes are suitable to groups of students in the class, differentiated where necessary.	In addition to "proficient," ●Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing. ●Teacher connects outcomes to previous and future learning ●Outcomes are differentiated to encourage individual students to take educational risks.
Examples	●A learning outcome for a fourth grade class is to make a poster illustrating a poem. ●All the outcomes for a ninth grade history class are factual knowledge. ●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. ●Despite having a number of ELL students in the class, the outcomes state that all writing must be grammatically correct	●Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. ●The outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students struggle.	●One of the learning outcomes is for students to "appreciate the aesthetics of 18th century English poetry. ●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. ●The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives.	●The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations. ●Students will develop a concept map that links previous learning goals to those they are currently working on. ●Some students identify additional learning
Evidence				

Domain 1–Planning and Preparation

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
1d: Demonstrating Knowledge of Resources & Designing Coherent Instruction	The series of learning experiences is not aligned with the instructional outcomes, and does not represent a coherent structure. The teacher is unfamiliar with resources used to enhance own knowledge, to use in teaching, or for students who need them. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and engages students in significant learning.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students and engages them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
Critical Attributes	●Learning activities and materials are not engaging and/or not well aligned to the instructional goals. ●Materials are not engaging or meet instructional outcomes. ●Instructional groups do not support learning. ●Lesson plans are not structured or sequenced and are unrealistic in their expectations. ●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.	●Learning activities are moderately challenging, and while suitable, are limited in variety. ●Instructional groups are random or only partially support objectives. ●Lesson structure is uneven or may be unrealistic in terms of time expectations. ●The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.	●Learning activities are matched to instructional outcomes. ●Activities provide opportunities for higher-level thinking. ●Teacher provides a variety of appropriately challenging materials and multi-disciplinary 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. ●Teacher expands his/her own knowledge of available resources.	In addition to "proficient," ●Activities permit student choice. ●Learning experiences connect to other disciplines. ●Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. ●Lesson plans differentiate for individual student needs. ●The teacher facilitates student contact with resources outside the classroom.
Examples	●After memorizing the parts of the microscope, the teacher plans to have his 9th graders color in the worksheet. ●Despite having a textbook that was 15 years old, the teacher plans to use that as the sole resource for his Communism unit. ●The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.	●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 they can choose who they want to sit with.	●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 complete projects in small groups; he carefully selects group members based on their ability level and learning style.	●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 future group arrangements.
Evidence				

Domain 1–Planning and Preparation

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
1e: Designing Student Assessments	Assessments are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Assessments are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher uses assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
Critical Attributes	• Assessments do not match instructional outcomes. • Assessments have no criteria. • N formative assessments have been designed. • Assessment results do not affect future plans.	• Only some of the instructional outcomes are addressed in the planned assessments. • Assessment criteria are vague. • Plans refer to the use of formative assessments, but they are not fully developed. • Assessment results are used to design lesson plans for the whole class, not individual students.	• All the learning outcomes have a method for assessment. • Assessment types match learning expectations. • Plans indicate modified assessments for some students as needed. • Assessment criteria are clearly written. • Plans include formative assessments to use during instruction. • Lesson plans indicate possible adjustments based on formative assessment data	In addition to "proficient," • Assessments provide opportunities for student choice. • Students participate in designing assessments for their own work. • Teacher-designed assessments are authentic with real-world application, • Students develop rubrics according to teacher-specific learning objectives. • Students are actively involved in collecting information from formative assessments and provide input.
Examples	• The teacher marks papers on the foundation of the US constitution based on grammar and punctuation; for every mistake, the grade drops one letter grade. • The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?" • The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving."	• The teacher 's students received their tests back; each one was simply marked with a letter grade at the top. • The plan indicates that the teacher will pause to "check for understanding" but without a clear process of how that will be done. • A student says, "If half the class passed the test, why are we all reviewing the material again?"	• Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing. • Ms. M worked on a writing rubric for her research assessment; she used multiple resources so that each level of expectation was clearly defined. • Based on the previous morning's formative assessment, Ms. D plans to have five students to work on a more challenging project, while she works with 6 other students to reinforce the concept.	• To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue that is important to the students: the use of cellphones in class. • Mr. J's students write a rubric for their final project on the benefits of solar energy; Mr. J has shown them several examples which students refer to when creating their own. • Mrs. T 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.
Evidence				

Domain 2–Classroom Environment

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not address disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.
Critical Attributes	●Teacher uses disrespectful talk towards students; Student body language indicates feelings of hurt or insecurity. ●Students use disrespectful talk towards one another with no response from the teacher. ●Teacher displays no familiarity with or caring about individual students' interests or personalities.	● The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. ●Teacher attempts to respond to disrespectful behavior among students, with uneven results. ●Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.	● Talk between teacher and students and among students is uniformly respectful. ● The teacher responds to disrespectful behavior among students. ● Teacher makes general connections with individual students.	In addition to "proficient," ● Teacher demonstrates knowledge and caring about individual students' lives beyond school. ● When necessary, students correct one another in their conduct towards classmates. ● There is no disrespectful behavior among students. ● The teacher's response to a student's incorrect response respects the student's dignity
Examples	●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. ●Some students refuse to work with other students. ●Teacher does not call students by their names.	●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 greets students by name as they enter the class. ●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.	●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. ●The teacher says:"That's an interesting idea, Josh, but you're forgetting…."
Evidence				

Domain 2–Classroom Environment

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
2b: Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, students invest no energy into the task at hand. Hard work is not expected or valued. Low expectations for student achievement are the norm with high expectations for learning reserved for few 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." The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for students thought to have a natural aptitude.	The classroom culture is a cognitively busy place where learning is valued with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detai and/or helping peers.
Critical Attributes	●The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments. ●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. ●Class time is devoted more to socializing than to learning	●Teacher's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off." ●The teacher conveys high expectations for only some students. ●Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work. ●Many students indicate that they are looking for an "easy path."	●The teacher communicates the importance of learning, and that with hard work all students can be successful in it. ●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.	In addition to "proficient," ●The teacher communicates a genuine passion for the subject. ●Students indicate that they are not satisfied unless they have complete understanding. ●Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer. ●Students take initiative in improving the quality of their work.
Examples	●The teacher tells students that they're doing a lesson because it's on the test or in the book. Teacher says to a student: "Why don't you try this easier problem?" ●Students turn in sloppy or incomplete work ●Students don't engage in work and the teacher ignores it ●Almost all of the activities are busy work.	●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, "as easily as possible" ●Teacher does not encourage students who are struggling. ●Some students get to work after an assignment is given or after entering the room.	●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." ●Students get to work right away when an assignment is given.	●The teacher says: "It's really fun to find the patterns for factoring polynomials." ●Student asks a classmate to explain a concept or procedure since s/he didn't quite follow the teacher's explanation. ●Students question one another on answers ●Students work even when the teacher isn't working with them or directing their efforts
Evidence				

Domain 2–Classroom Environment

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
2c: Managing Classroom Procedures & Organized Physical Space	Much instructional time is lost due to inefficient classroom routines and procedures. There is little evidence of the teacher managing instructional groups, transitions, or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines. Classroom is unsafe, or learning is accessible to few students.	Some instructional time is lost due to ineffective classroom routines and procedures. The teacher's management of instructional groups, transitions, or the handling of materials and supplies is inconsistent, leading to disruption of learning. With regular guidance and prompting, students follow established routines. The classroom is safe, and essential learning is accessible to most students.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines. The classroom is safe, and learning is equally accessible to all students.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students. The classroom is safe, and students ensure that all learning is equally accessible to all students.
Critical Attributes	●Students not working with the teacher are not productively engaged or are disruptive to the class. ●There are no established procedures for distributing and collecting materials. ●Procedures for other activities are confused or chaotic.	● Small groups are only partially engaged while not working directly with the teacher. ●Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough. ●Classroom routines function unevenly	●The students are productively engaged during small group work. ●Transitions between large and small group activities are smooth. ●Routines for distribution and collection of materials and supplies work efficiently. ●Classroom routines function smoothly.	In addition to "proficient," ●Students take the initiative with their classmates to ensure that their time is used productively. ●Students themselves ensure that transitions and other routines are accomplished smoothly. ●Students take initiative in distributing and collecting materials efficiently
Examples	●When moving into small groups, students ask questions as to where they are supposed to go, whether they should take their chairs, etc. ●There are long lines for materials and supplies or distributing supplies is time-consuming. ●Students bump into one another lining up or sharpening pencils. ●Roll-taking consumes much time at the beginning of the lesson and students are not working on anything. ●Most students ask what they are to do or look around for clues from others.	●Some students not working with the teacher are off-task ●Transition between large and small group activities requires five minutes but is accomplished. ●Students ask what they are to do when materials are being distributed or collected. ●Students ask some clarifying questions about procedures ●Taking attendance is not fully routine; students are idle while the teacher fills out the attendance form.	●Students get started on an activity while the teacher takes attendance. ●Students move directly between large and small group activities. ●Teacher has an established attention signal, such as raising a hand, or dimming the lights. ●One member of each small group collects materials for the table. ●There is an established color-coded system indicating where materials should be stored. ●Clean-up at the end of a lesson is fast and efficient.	●Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work. ●A student reminds classmates of the roles that they are to play within the group. ●A student re-directs a classmate to the table s/he should be at following a transition. ●Students propose an improved attention signal. ●Students independently check themselves into class on the attendance board.
Evidence				

Domain 2–Classroom Environment

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
2d: Managing Student Behavior	Standards of conduct and teacher monitoring of student behavior are not evident. When students challenge teacher authority, the response is repressive or disrespectful of student dignity.	Standards of conduct are established, but teacher response to misbehavior is inconsistent.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, effective and respectful to students.	Student behavior is entirely appropriate. Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting each other respectfully. Teacher response to misbehavior is highly effective and sensitive to students' individual needs.
Critical Attributes	●The classroom environment is chaotic, with no apparent standards of conduct. ●The teacher does not monitor student behavior. ●Some students violate classroom rules, without apparent teacher awareness. ●When the teacher notices student misbehavior, s/he appears helpless to do anything about it.	● Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. ●Teacher attempts to keep track of student behavior, but with no apparent system. ●The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.	●Standards of conduct appear to have been established. ●Student behavior is generally appropriate. ●The teacher frequently monitors student behavior. ●Teacher's response to student misbehavior is effective. ●Teacher acknowledges good behavior	In addition to the characteristics of "proficient," ●Student behavior is entirely appropriate; no evidence of student misbehavior. ●The teacher monitors student behavior without speaking – just moving about. ●Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.
Examples	●Students are talking among themselves, with no attempt by the teacher to silence them. ●An object flies through the air without apparent teacher notice ●Students are running around the room, resulting in chaos ●Students use their phones and other electronics; the teacher doesn't do anything.	●Classroom rules are posted, but neither teacher nor students refer to them. ●The teacher repeatedly asks students to take their seats; some ignore him/her. ●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."	●Upon a non-verbal signal from the teacher, students correct their behavior. ●The teacher moves to every section of the classroom, keeping a close eye on student behavior. ●The teacher gives a student a "hard look," and the student stops talking to his/her neighbor.	●A student suggests a revision in one of the classroom rules. ●The teacher notices that some students are talking among themselves, and without a word, moves nearer to them; the talking stops. ●The teacher asks to speak to a student privately about misbehavior. ●A student reminds his/her classmates of the class rule about chewing gum.
Evidence				

Domain 3–Instruction

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
3a: Communicating with students	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate for students.	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. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate for students.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
Critical Attributes	●At no time during the lesson does the teacher convey to the students what they will be learning. ●Students indicate through their questions that they are confused as to the learning task. ●The teacher makes a serious content error that will affect students' understanding of the lesson. ●Students indicate through body language or questions that they don't understand the content being presented. ●Teacher's communications include errors of vocabulary or usage. ●Vocabulary is inappropriate to the age or culture of the students.	● The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. ●The teacher must clarify the learning task so students can complete it. ●The teacher makes no serious content errors, although may make a minor error. ●The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students. ●Vocabulary and usage are correct but unimaginative. ●Vocabulary is too advanced or juvenile for the students.	●The teacher states clearly, at some point during the lesson, what the students will be learning. ●If appropriate, the teacher models the process to be followed in the task. ●Students engage with the learning task, indicating that they understand what they are to do. ●The teacher makes no content errors. ●Teacher's explanation of content is clear, and invites student participation and thinking. ●Vocabulary and usage are correct and completely suited to the lesson. ●Vocabulary is appropriate to the students' ages and levels of development.	In addition to the characteristics of "proficient," ●The teacher points out possible areas for misunderstanding. ●Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. ●All students seem to understand the presentation. ●The teacher invites students to explain the content to the class, or to classmates. ●Teacher uses rich language, offering brief vocabulary lessons where appropriate.
Examples	●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 follow the lesson. ●The teacher uses technical terms without explaining their meanings. ●The teacher says "ain't."	●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. ●Students ask "What do I write here?" in order to complete a task. ●The teacher says: "Watch me while I show you how to …." with students asked only to listen. ●A number of students do not seem to be following the explanation. ●Students are inattentive during the teacher's explanation of content.	●"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 the 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: "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 needed, a student offers clarification about the learning task to classmates. ●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. ●The teacher says: "Who would like to explain this idea to us?" ●The teacher pauses during an explanation of the civil rights movement to remind students that the prefix "in" as in "inequality" means "not."
Evidence				

Domain 3–Instruction

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
3b: Using Questioning/ Prompts/ Discussion	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. Discussion is dominated by a few students.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but a few students are involved. Teacher attempts to engage all students in the discussion and encourages them to respond to one another, with uneven results.	While the teacher may use some low-level questions, questions are presented to students 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 successfully engages most students in the discussion, employing a range of strategies to ensure that 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	● 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. ● A few students dominate the discussion.	● Teacher frames some questions designed to promote student thinking, but only a few students are involved. ● The teacher invites students to respond directly to one another's ideas, but few students respond. ● Teacher calls on many students, but only a small number actually participate in the discussion.	● Teacher uses open-ended questions, inviting students to think. and/or offer multiple possible answers. ● The teacher makes effective use of time. ● The teacher builds on student responses to questions effectively. ● Discussions enable students to talk to one another, without ongoing mediation by the teacher. ● The teacher calls on most students. ● Many students actively engage in the discussion.	In addition to the characteristics of "proficient," ● Students initiate higher-order questions. ● Students extend the discussion, enriching it. ● Students invite comments from their classmates during a discussion.
Examples	● 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 only calls on students who have their hands up.	● 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?" 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: "What might have happened if the colonists had not prevailed in the American war for independence?" ● The teacher uses plural forms 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, asks every student to write a response and share with a partner.	● 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 other students: "Does anyone have another idea as to how we might figure this out?" ● A student asks "What if…?"
Evidence				

Domain 3–Instruction

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
3c: Engaging Students in Learning	The learning tasks and activities, materials, resources, instructional groups and technology are not aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require minimal thinking by students, allowing students to be passive or merely compliant. The pacing of the lesson does not provide students time to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content. Teacher scaffolds to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Students are intellectually engaged in challenging content through well designed learning tasks and scaffolding. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of student initiation of inquiry and contributions to the exploration of content. The pacing of the lesson provides students time to intellectually engage and reflect, and to consolidate their understanding. Students may have choices in how they complete tasks and may serve as resources for one another.
Critical Attributes	● Few students are intellectually engaged in the lesson. ● Learning tasks require only recall or have a single correct response or method. ● The materials used ask students only to perform rote tasks. ● Only one type of instructional group is used when variety would better serve the instructional purpose. ● Instructional materials used are unsuitable to the lesson and/or the students. ● The lesson drags, or is rushed	● Some students are intellectually engaged in the lesson. ● Learning tasks are a mix of those requiring thinking and recall. ● Student engagement with the content is largely passive, learning primarily facts or procedures. ● Students have no choice in how they complete tasks. ● The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. ● The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking. ● The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.	● Most students are intellectually engaged in the lesson. ● Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking ● Students have some choice in how they complete learning tasks. ● There is a mix of different types of groupings, suitable to the lesson objectives. ● 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.	In addition to the characteristics of "proficient," ● Virtually all students are highly engaged in the lesson. ● Students take initiative to modify a learning task to make it more meaningful or relevant to their needs ● Students suggest modifications to the grouping patterns used. ● Students have extensive choice in how they complete tasks. ● Students suggest modifications or additions to the materials being used. ● Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
Examples	● Most students are playing video games during the lesson ● Students fill out the lesson worksheet by copying words from the board. ● The teacher lectures for 45 minutes ● Most students don't have time to complete the assignment; the teacher moves on in the lesson.	● In three of the five small groups, students are figuring out an answer to the assigned problem. ● Students are asked to fill in a worksheet, following an established procedure. ● There is a recognizable beginning, middle, and end to the lesson. ● The teacher lectures for 20 minutes, and provides 15 minutes for the students to write an essay; most students are able to complete it.	● Five students (out of 27) are playing video games, texting, etc. ● Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents. ● Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table. ● There is a clear beginning, middle, and end to the lesson. ● The lesson does not rush nor drag.	● Students are asked to write an essay "in the style of Hemmingway." ● 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.
Evidence				

Domain 3–Instruction

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
3d: Using Assessment in Instruction	There is little assessment or monitoring of student learning; feedback is absent, or of poor quality. Students are unaware of assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction. Some monitoring of progress by teacher or students is evident. Feedback to students is general, and students are partially aware of the assessment criteria; few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction. Monitoring of progress by the teacher or students results in accurate, specific feedback that advances learning. Students are aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts / assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction. Extensive use of formative assessment is evident. Students are aware of, and have contributed to the assessment criteria. Students self-assess and monitor progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students..
Critical Attributes	●The teacher gives no indication of what high quality work looks like. ●The teacher makes no effort to determine whether students understand the lesson. ●Feedback is only global. ●The teacher does not ask students to evaluate their own or classmates' work.	●There is little evidence that the students understand how their work will be evaluated. ●Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students ●Teacher requests global indications of student understanding. ●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.	●Students indicate that they clearly understand the characteristics of high-quality work. ●The teacher elicits evidence of student understanding during the lesson Students are invited to assess their own work and make improvements. ●Feedback includes specific and timely guidance for at least groups of students ●The teacher attempts to engage students in self- or peer-assessment.	In addition to "proficient," ●There is evidence that students have helped establish the evaluation criteria. ●Teacher monitoring of student understanding is sophisticated and continuous: the teacher constantly "takes the pulse" of the class. ●Teacher makes frequent use of strategies to elicit information about individual student understanding. ●Feedback to students is specific and timely, and is provided from many sources, including other students. ●Students monitor their own understanding.
Examples	●A student asks: "How is this assignment going to be graded?" ●A student asks "Does this quiz count towards my grade?" ●The teacher forges ahead with a presentation without checking for understanding. ●The teacher says: "good job, everyone"	●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 correct response from one student, continues, without ascertaining whether all students understand the concept.	●The teacher circulates during small group or independent work, offering suggestions to groups of students. ●The teacher uses a specifically-formulated question to elicit evidence of student understanding. ●The teacher asks students to look over their papers to correct their errors.	●While students are working, the teacher circulates providing specific feedback to individual students. ●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.
Evidence				

Domain 3–Instruction

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
3e: Demonstrating Flexibility and Responsiveness	Teacher does not adhere to the instruction plan. There is no evidence of student understanding and students lack interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on multiple strategies.	Teacher seizes every opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
Critical Attributes	●Teacher ignores indications of student boredom or lack of understanding. ●Teacher brushes aside student questions. ●Teacher makes no attempt to incorporate 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.	● 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.	●When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. ●Teacher incorporates students' interests and questions into the heart of the lesson. ●The teacher conveys to students that s/he 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.	In addition to "proficient," ●The teacher's adjustments to the lesson are designed to assist individual students. ●Teacher seizes on a teachable moment to enhance a lesson. ●The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands, and that s/he has a broad range of approaches to use. ●In reflecting on practice, the teacher can cite others in the school and beyond who s/he has contacted for assistance in reaching some students.
Examples	●The teacher says: "We don't have time for that today." ●The teacher makes no attempt to adjust the lesson based on student confusion. ●The teacher says: "If you'd just pay attention, you could understand this."	●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; it's partially successful..	●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:"Let's try this way, and then uses another approach."	●The teacher stops mid-stream in a lesson, 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."
Evidence				

Domain 4–Professional Responsibilities

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
4a: Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has an accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes. Teacher can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes. Teacher cites many specific examples from the lesson and weighs 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	● The teacher considers the lesson but draws incorrect conclusions about its effectiveness. ● The teacher makes no suggestions for improvement.	● The teacher has a general sense of whether or not instructional practices were effective. ● The teacher offers general modifications for future instruction.	● The teacher accurately assesses the effectiveness of instructional activities used ● The teacher identifies specific ways in which a lesson might be improved.	In addition to the characteristics of "proficient," ● Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness ● Teacher's suggestions for improvement draw on an extensive repertoire.
Examples	● 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!"	● 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."	● The teacher says: "I wasn't pleased with the level of engagement of the students." ● The teacher's journal indicates several possible lesson improvements.	● 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.
Evidence				

Domain 4–Professional Responsibilities

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
4b: Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining their personal records.
Critical Attributes	●Absence of a system for either instructional or non-instructional records. ●Record-keeping systems that are in disarray so as to provide incorrect or confusing information.	●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. ●The teacher's process for tracking student progress is cumbersome to use. ●The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.	●The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments. ●The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. ●The teacher's process for recording non-instructional information is both efficient and effective.	In addition to the characteristics of "proficient," ●Students contribute to and maintain records indicating completed and outstanding work assignments. ●Students contribute to and maintain data files indicating their own progress in learning. ●Students contribute to maintaining non-instructional records for the class.
Examples	●A student says, "I'm sure I turned in that assignment, but the teacher lost it!" ●The teacher says, "I misplaced the writing samples for my class but it doesn't matter – I know what the students would have scored." ●On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.	●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!" ●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." ●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.	●The teacher-creates a link on the class website which students can access to check on any missing assignments. ●The teacher's grade book records student progress toward learning goals. ●The teacher creates a spreadsheet for tracking which students have paid for their school pictures.	●A student-from each team maintains the database of current and missing assignments for the team. ●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. ●When they bring in their permission slips for a field trip, students add their own information to the database.
Evidence				

Domain 4–Professional Responsibilities

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
4c: Communicating with Families	Teacher does not communicate with families, or communication is inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are mostly one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
Critical Attributes	●Little or no information regarding instructional programs available to parents. ●Families are unaware of their children's progress. ●Lack of family engagement activities. ●Culturally inappropriate communication	●School or district-created materials about the instructional program are sent home. ●Infrequent or incomplete information sent home by teachers about the instructional program. ●Teacher maintains a school-required grade book but does little else to inform families about student progress. ●Teacher communications are sometimes inappropriate to families' cultural norms.	●Information about the instructional program is available on a regular basis. ●The teacher sends information about student progress home on a regular basis. ●Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.	In addition to the characteristics of "proficient," ●On a regular basis, students 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.
Examples	●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."	●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." ●Weekly quizzes are sent home for parent/guardian signature.	●The teacher sends a weekly newsletter home to families, including information that precedes homework, class activities, community and/or school projects, field trips, etc. ● Teacher-created monthly progress reports 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.	●Students-create materials for "Back to School" night that outline the approach for learning science ●Student daily reflection log describes learning and is sent home each week for a response from a parent or guardian. ●Students-design a project on charting family use of plastics.
Evidence				

Domain 4–Professional Responsibilities

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
4d: Participating in a Professional Community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher 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.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. 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	●The teacher's relationship with colleagues is characterized by negativity or combativeness. ●The teacher purposely avoids contributing to activities promoting professional inquiry. ●The teacher avoids involvement in school activities and school district and community projects.	●The teacher has a 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.	●The teacher has supportive and collaborative relationships with colleagues. ●Teacher regularly participates in activities of professional inquiry. ●The teacher frequently volunteers to participate in school events and community projects.	In addition to the characteristics of "proficient, ●The teacher takes a leadership role in promoting activities related to professional inquiry. ●The teacher regularly contributes to/leads events that positively impact school life.
Examples	●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 L 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."	●The teacher is polite, but never 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.	●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 9th grade dance because she knows all of her players will be there.	●The teacher leads a "mentor" teacher group at school, devoted to supporting new teachers. ●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 the district wellness committee, involving healthcare and nutrition specialists from the community.
Evidence				

Domain 4–Professional Responsibilities

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
4e: Growing and Developing Professionally	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. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
Critical Attributes	● 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 attend conferences.	● 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.	● 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.	In addition to the characteristics of "proficient," ● 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.
Examples	● 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.	● 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. ● The teacher P 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.	● The teacher eagerly attends the school district's optional summer workshops, finding them to be a wealth of instructional strategies he can 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 joined a Science Education Partnership and finds that it provides him access to resources for his classroom that truly benefit his students' conceptual understanding.	● 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.
Evidence				

Domain 4–Professional Responsibilities

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
4f: Showing Professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and teacher does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Critical Attributes	● Teacher is dishonest. ● Teacher does not notice the needs of students. ● The teacher engages in practices that are self-serving. ● The teacher willfully rejects school district regulations.	● Teacher is honest. ● Teacher notices the needs of students, but is inconsistent in addressing them. ● The teacher does not notice that some school practices result in poor conditions for students. ● Teacher makes decisions professionally, but on a limited basis. ● Teacher complies with school district regulations.	● Teacher is honest and known for having high standards of integrity. ● Teacher actively addresses student needs. ● Teacher actively works to provide opportunities for student success. ● Teacher willingly participates in team and departmental decision-making. ● Teacher complies completely with school district regulations.	● Teacher is considered a leader in terms of honesty, integrity, and confidentiality. ● The teacher is highly proactive in serving students. ● Teacher makes a concerted effort to ensure opportunities are available for all students to be successful. ● Teacher takes a leadership role in team and departmental decision-making. ● Teacher takes a leadership role regarding school district regulations.
Examples	● 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 of his colleagues goes home suddenly due to illness, the teacher pretends to have a meeting so that he won't have to share in the coverage responsibilities. ● 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.	● 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 her grade partner goes out on maternity leave, the teacher says, "Hello" and "Welcome" to her substitute, but does not offer any further assistance. ● The teacher keeps his district-required grade book up to date, but enters exactly the minimum number of assignments specified by his department chair.	● 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. ● The teacher learns the district's new online curriculum mapping system and writes in all of her courses.	● When a young teacher has trouble understanding directions from the principal, she immediately goes to the teacher whom 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. ● The teacher enlists the help of her principal when she realizes that a colleague was making disparaging comments about some disadvantaged students. ● The math department looks forward to their weekly meetings; their leader, the teacher always seeks new instructional strategies and resources for them to discuss. ● When the district adopted a new web-based grading program, the teacher learned it inside and out so that she could assist her colleagues with implementation.
Evidence				

Domain 1–Academic Achievement

School counselors utilize data, knowledge of current trends, and standards to impact and support academic achievement and to engage all students in critical thinking.

Indicator	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
1.1 **The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.**	The school counselor does not monitor academic achievement.	The school counselor monitors student achievement but does not utilize the data to enhance student success.	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.	The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.
1.2 **The school counselor demonstrates knowledge of current trends in student development and academic achievement.**	The school counselor does not engage in professional development.	The school counselor sporadically engages in professional development.	The school counselor regularly engages in professional development.	The school counselor regularly engages in professional development (e.g. attendsrelevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work.
1.3 **The school counselor supports all students in making decisions, setting goals and taking appropriate action to achieve goals.**	The school counselor does not encourage students in using a decision-making/ problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans.	The school counselor rarely encourages students in using a decision-making/ problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans.	The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor encourages all students in using a decision-making/ problem solving model and in developing effective coping skills for dealing with problems The counselor assists *all* students in identifying short-term and long-term goals and in developing appropriate action plans.
1.4 **The school counselor engages all students in problem solving, critical thinking, and other activities.**	The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor rarely provides opportunities and support for students to engage in problem solving and investigating and analyzing concepts and questions.	The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor consistently provides opportunities and support for *all* students to engage in problem solving and in investigating and analyzing concepts and questions.
1.5 **The school counselor utilizes and sequences guidance activities and materials to impact all students' academic achievement.**	Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons.	Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons.	Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons.	Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage *all* students in appropriate decision making. Activities are logically sequenced within individual lessons.
1.6 **The school counselor supports all students in developmentally appropriate academic preparation essential for a wide variety of post-secondary options.**	The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options.	The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor consistently guides *all* students in establishing challenging academic goals and understanding assessment results. The counselor assists *all* students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.

Domain 2–Student Assistance Services

School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

Indicator	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
2.1 **The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.**	The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors.	The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors.	The school counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors.	The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors.
2.2 **The school counselor facilitates all students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration.**	The school counselor does not explain the students' right to a safe and secure school environment; help students to differentiate situations that require peer support, adult assistance and professional help; help students to identify school and community resources; or implement any prevention programming for students.	The school counselor rarely explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support, adult assistance and professional help; assists students to identify school and community resources; or implements any prevention programming for students.	The school counselor often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students.	The school counselor consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders.
2.3 **The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.**	The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.	The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.
2.4 **The school counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture.**	The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students.	The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.	The school counselor takes a multicultural or diverse perspective into consideration when providing services to students.	The school counselor consistently provides services to *all* students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.

Domain 3–Career Development

School counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports students in the application of strategies.

Indicator	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
3.1 **The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with local, state, and national standards.**	The school counselor does not facilitate age-appropriate career development.	The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards.	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used.	The school counselor facilitates age-appropriated career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experience.
3.2 **The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work.**	The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used.	The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explains how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized.	The school counselor helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized.	The school counselor consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders.
3.3 **The school counselor supports all students in the application of strategies to achieve future success and satisfaction.**	The school counselor does not help students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information.	The school counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions.. Students are rarely encouraged to use research and informational resources to obtain career information.	The school counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.
3.4 **The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.**	The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor consistently provides services to *all* students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.

Domain 4–Leadership Level of Performance

School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program.

Indicator	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
4.1 **The school counselor establishes professional goals and pursues opportunities to grow professionally.**	Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.	Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.	Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.	Professional goals are evidenced in improved personal, professional, and program development. The school counselor is an active member of one or more professional organizations or networks.
4.2 **The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.**	The school counselor provides no leadership–either formal or informal–in the counseling department, the school setting, or the community.	The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style.	The school counselor provides consistent and effective leadership in the school counseling program and the school.	The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders.
4.3 **The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs.**	The school counselor is an ineffective communicator and is disengaged with teachers, the parents, and community stakeholders.	The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students.
4.4 **The school counselor adheres to ethical standards of the counseling profession, respects students confidentiality, and follows the laws, policies, and procedures, which govern school programs.**	The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.	The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy, and procedure is questionable.	The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.
4.5 **The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).**	The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness.	The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program.	The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data.	The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program.
4.6 **The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services.** **Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.**	The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved–or is minimally involved–in providing support to other educational or student services programming through partnerships.	The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs.	The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies.	The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies.

SUMMARY AND RATING

May be based on observations, school counselor reflections, classroom visits, and data.

Overall Rating

Indicator	Maximum Score	Score		KEY	
Academic Achievement	24			61 - 80	Excellent
Student Assistance Services	16			41 - 60	Proficient
Career Development	16			21 - 40	Needs Improvement
Professional Leadership	24			0 - 20	Unsatisfactory

Strengths		Specific Growth Areas

Additional documentation may be attached.

_____   _____
                    Employee Signature   Administrator Signature

_____   _____
                         Date   Date

*The ratings have been discussed between the evaluator and the school counselor. Signing this document attest that the school counselor has read the document, not that he/she is in agreement with the document.