



MESA PUBLIC SCHOOLS

**TEACHER EVALUATION SYSTEM  
2012-13**



# Acknowledgements

This handbook was created with input and support from:

Arizona Revised Statute § 15-203(A)(38)

Charlotte Danielson, *Enhancing Professional Practice: A Framework for Teaching* (2<sup>nd</sup> Edition)

Charlotte Danielson, *A Framework for Teaching* (2011 Revised Edition)

Chicago Public Schools, *The Excellence in Teaching Project*

InTASC Model Core Teaching Standards, CCSSO's Interstate Teacher Assessment and Support Consortium (April 2011)

Mesa Public Schools Educators

Northbrook/Glenview School District 30, Appraisal System

The Arizona State Board of Education, *Arizona Framework for Measuring Educator Effectiveness*

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## Teacher Evaluation Committee

### Teachers

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Amy Andelora	Dobson High School
Nancy Berthold	Mesa High School
Cynthia Crown	Red Mountain High School
Kim Elliott	Smith Junior High School
James Epley	Mountain View High School
Dennis Esparza	Brimhall Junior High School
Jennifer Kunz	Zaharis Elementary School
Eileen Mattingly	Stapley Junior High School
Linda Newman	Franklin East Elementary School
Marie Smith	Johnson Elementary School
Aimee Stagnoli	Guerrero Elementary School
Kerri Whitely	Whitman Elementary School

### Specialists

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Valeri Angus	Professional Development
Kathy Ray	Taft Elementary School

### Assistant Principals and Team Leaders

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Tony Elmer	Carson Junior High School
James Gowdy	Red Mountain High School

### Principals

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Kent Ashton	Mendoza Elementary School
Patricia Christie	Fremont Junior High School
Matthew Devlin	Rhodes Junior High School
Steven Green	Skyline High School
Suzanne McCullough	Superstition High School
Helen Riddle	Westwood High School
Monica Torres	Keller Elementary School

### Executive Directors and Directors

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Jill Bonewell	Human Resources
Marlo Loria	Career and Technical Education
Joseph O'Reilly	Student Achievement Support
Tracy Yslas	Professional Development

### Assistant Superintendents

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Suzan DePrez	Curriculum and Instruction
Peter Lesar	Human Resources
Arlinda Mann	West Area
Holly Williams	East Area

## Evaluation Introduction

In 2010, a state law was enacted to change the culture of education in Arizona and to improve how local education agencies evaluate teachers. Arizona Revised Statute § 15-203(A)(38) requires the Arizona State Board of Education to adopt and maintain a model framework for a teacher evaluation instrument that includes quantitative data on student academic progress. Furthermore, the statute states that student academic progress shall account for 33 to 50 percent of the teacher evaluation outcomes. The Arizona State Board of Education approved the Arizona Framework for Measuring Educator Effectiveness, which complies with all legal requirements of the statute while providing school districts with some flexibility in developing their own teacher evaluation systems. The state's framework requires:

- Annual evaluation of teachers
- Rubrics for teaching performance aligned with national teaching standards as approved by the State Board of Education
- Multiple classroom observations that account for 50 to 67 percent of the teacher evaluation outcomes
- Multiple student academic progress measurements that account for 33 to 50 percent of the teacher evaluation outcomes

Through a collaborative effort involving teachers, principals, curriculum and instruction specialists, professional development leaders, and research and evaluation staff members, Mesa Public Schools has developed a teacher evaluation system that aligns with the state's framework and with the vision, mission, core values, priorities and goals that are part of the district's strategic plan.

The new teacher evaluation system, which includes measurements of teaching performance, student academic progress and continuous school improvement, is designed to enhance teaching and student achievement through targeted professional development and data-informed decision making. It is intended to bring clarity, conversation and improvements to teaching and learning by:

- Providing a common districtwide definition of effective teaching
- Embracing meaningful discussion and collaboration about teaching practices
- Focusing on continuous growth for all teachers
- Identifying and emphasizing strategies that have the greatest impact on student learning

## District Vision, Mission, Core Values, Priorities and Goals

### Vision Statement

Unprecedented Excellence in Education

### Mission Statement

The mission of Mesa Public Schools is to develop a highly educated and productive community, one student at a time.

### Core Values

In Mesa Public Schools, we believe...

- ...each child is important.
- ...learning is our focus.
- ...collaboration and innovation are indispensable.
- ...sound fiscal stewardship is essential.
- ...diversity increases our opportunities.
- ...success is expected and celebrated.

### Priorities and Goals

#### Priority 1: Learning and Achievement

##### Goals

1. Provide educational offerings that maximize learning and achievement by meeting individual student's varied needs and interests.
2. Maximize the efficient and effective use of time, resources and staff to ensure academic excellence.
3. Monitor and support the academic progress of students.
4. Expect all stakeholders to take personal responsibility for student learning.

#### Priority 2: Relevant and High-Quality Comprehensive Curriculum

##### Goals

1. Develop and implement a comprehensive, relevant curriculum that is aligned with state academic standards.
2. Provide a wide range of co-curricular and extracurricular opportunities to develop a wide variety of skills.
3. Provide an optimal learning environment for high student performance.
4. Utilize technology that is relevant and enhances learning.

#### Priority 3: Highly Qualified and Highly Effective Personnel

##### Goals

1. Recruit highly qualified personnel.
2. Retain highly effective personnel.
3. Provide professional and personal support, recognition and rewards.

#### Priority 4: Safe Health and Nurturing Learning Environments

##### Goals

1. Incorporate health, physical activity and nutrition concepts into the curriculum.
2. Provide a safe environment.
3. Maintain a clean environment.
4. Provide a supportive environment for the workplace and educational excellence.

#### Priority 5: Students, Staff, Parents and Community Working Together

##### Goals

1. Provide timely and accurate information.
2. Promote and expand involvement with all families.
3. Develop meaningful, student-oriented community partnerships.

#### Priority 6: Optimal and Equitable Utilization of Resources

##### Goals

1. Capitalize on all viable revenue sources.
2. Allocate district resources in an equitable manner.
3. Manage district resources efficiently and effectively while emphasizing quality.

## Key Components of the Mesa Public Schools Teacher Evaluation System

The Mesa Public Schools teacher evaluation system is a collaborative model leading to improved teaching performance, increased student academic progress and continuous school improvement. All teachers who engage directly in the instruction and assessment of students will use this new system beginning with the 2012-13 school year. The teacher evaluation system includes the following components and weighting:

- The **teaching performance** component will account for **60 percent** of a teacher's final evaluation rating and will be determined by the performance on the Framework for Teaching rubric developed by Charlotte Danielson.
- The **student academic progress** component will account for **33 percent** of the teacher's final evaluation rating and will be calculated through the use and review of data from approved student achievement assessments.
- The **continuous school improvement** component will account for **7 percent** of the teacher's final evaluation rating and will be determined by the overall performance on the school's incentive plan.

At the conclusion of the evaluation process, a *Final Teacher Evaluation Rating (Form 4)* will be calculated using the categories and weightings listed above.

Based on established rubrics and in alignment with state labels, the performance indicators of **Highly Effective, Effective, Developing** and **Ineffective** will be used to rate a teacher's performance in the individual areas of teaching performance, student academic progress, continuous school improvement, as well as overall performance.

## Teaching Performance

Charlotte Danielson's Framework for Teaching, which will be used as the teaching performance evaluation for each teacher, is organized into four domains and 22 components. Complete descriptions of the domains and components can be found in *Appendix B* and *Appendix C*. The four domains are:

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities

Mesa Public Schools will refer to Danielson's Framework for Teaching as the *Teaching Performance Evaluation (Appendix A)*. The *Teaching Performance Evaluation (Appendix A)* identifies aspects of a teacher's responsibilities that have been documented, through empirical studies and theoretical research, as promoting improved student learning. Evidence of teaching performance will be gathered for all components of the framework. Evidence for the domains of Classroom Environment and Instruction will be primarily collected through classroom observations. Evidence for the domains of Planning and Preparation and Professional Responsibilities will be provided by the teacher and gathered through the review of lesson plans, student work, communication logs, conversations about teaching practice, and other professional and instructional artifacts. Samples of evidence and artifacts are noted in *Appendix D*.

The *Teaching Performance Evaluation (Appendix A)* emphasizes that planning precedes the work in the classroom; a positive, engaging, student-centered classroom environment must be in place for quality instruction to occur; and teachers embracing high professional standards contribute to better instruction. Equity, cultural competence, high expectations, developmental appropriateness, attention to individual students, appropriate use of technology, and student assumption of responsibility are common themes that permeate the domains, components and elements of the Teaching Performance Evaluation (See *Appendix E*).

Evaluators will be required to conduct a **minimum of two informal observations and a minimum of two formal observations** for each teacher annually. The two formal observations must be observations of complete and uninterrupted lessons with at least 60 calendar days between visits. At least one of the formal observations must be announced. During the evaluation pre- and post-observation conferences, teachers must be prepared to discuss the questions outlined in the *Protocol for Pre-Observation Conference (Form 7)* and the *Protocol for Post-Observation Conference (Form 8)*. Following each formal observation, teachers will be required to submit to their evaluator a self-review of their performance. Within 10 business days after each formal observation, the self-review and post-observation conference must be completed and the evaluator must provide written feedback to the teacher. Teachers will be evaluated in each of the 22 components based on the evidence collected from pre- and post-observation conferences, informal and formal observations and teacher self-reviews. A Fall Summative Teaching Performance Evaluation will be completed following the first set of informal and formal observations, and a Spring Summative Teaching Performance Evaluation will be completed following the second set of informal and formal observations. After the review of all teaching performance evidence, the teacher will receive a Final Summative Teaching Performance Evaluation that will be used to determine the teacher's *Teaching Performance Profile and Rating (Form 1)*. The teaching performance component of the evaluation system will account for 60 percent of the teacher's final teacher evaluation rating. The levels of performance as they relate to teaching performance are defined as follows:

### **Highly Effective**

There is evidence of high levels of knowledge, implementation and integration of performance standards, along with evidence of leadership initiative and willingness to model and serve as a mentor for colleagues. This rating refers to professional teaching that innovatively involves all students in the learning process and creates a true community of learners. Teachers performing at this level are master teachers and leaders in the field, both inside and outside their school.

### **Effective**

There is evidence of increased knowledge, implementation and integration of performance standards, and clear proficiency and skill in the performance area. This rating refers to successful, professional teaching that is consistently at a high level. It is expected that most experienced teachers frequently perform at this level.

### **Developing**

There is evidence of basic knowledge and implementation of performance standards. Integration of performance standards is not evident. This indicates that the teacher has the necessary knowledge and skills to be effective, but the application of those skills is inconsistent.

### **Ineffective**

There is little or no knowledge and minimal implementation of performance standards. The teacher does not meet minimal performance standards and needs substantial improvement. This rating

refers to teaching that does not convey an understanding of the concepts underlying the component. This level of performance is hindering learning or is doing harm in the classroom.

## **Student Academic Progress**

### **Identification of Group A and Group B Teachers**

Within the evaluation process, individuals will be identified as Group A or Group B teachers. Teachers with approved classroom-level student achievement assessments aligned to Arizona's Academic Standards and appropriate to individual teacher content areas will be identified as Group A teachers. All other individuals will be identified as Group B teachers. Based on whether a teacher has been identified as a Group A or Group B teacher, appropriate classroom-level, grade-level or school-level data will be used to determine a teacher's *Student Academic Progress Profile and Rating (Form 2)*.

Teachers will be moved from Group B to Group A only after the Curriculum and Instruction and Research and Evaluation departments have reviewed and confirmed appropriate student achievement assessments that have been developed by a specific group or subject area. Teachers will be moved from Group B to Group A as an entire districtwide group (i.e. elementary PE, welding, culinary arts, choir). *Appendix F* outlines the Group A and Group B teachers for the elementary and secondary divisions.

### **Student Academic Progress Profile for Elementary Group A Teachers**

Elementary Group A teachers must use state student achievement assessments where they exist and are also required to use multiple assessments in reading, writing, math and science when available. This assessment information will be used for the development of the teacher's *Student Academic Progress Profile and Rating (Form 2)*. *Appendix G* outlines the list of required assessments for elementary Group A teachers.

Generally, elementary Group A teachers will use classroom-level data. If a grade-level group of teachers has received principal approval to departmentalize, the teachers must use grade-level data. If a grade-level group of teachers has received principal approval to ability group students, the teachers must use grade-level data for content areas where ability grouping is used and classroom-level data when teaching their own students.

### **Student Academic Progress Profile for Secondary Group A Teachers**

Secondary Group A teachers must use state and district student achievement assessments where they exist and are required to use a minimum of two assessments. When a state assessment does not exist for a content area, first and second semester CRTs will be used to meet the minimum requirement of two assessments. This assessment information will be used for the development of the teacher's *Student Academic Progress Profile and Rating (Form 2)*. *Appendix H* outlines the list of required assessments for secondary Group A teachers.

Although it is expected that teachers focus on increasing student achievement for all of their students, it is understood that secondary teachers could teach as many as five different courses. Secondary Group A teachers will not be required, for evaluation purposes, to formally track student achievement for all courses taught. The factors that can be taken into consideration when selecting a course to be used for student academic progress are: AIMS, number of sections taught, foundations courses vs. higher level courses, and curricular areas of concern. If a teacher is responsible for teaching Group A and Group B courses, Group A courses will be selected over Group B courses when creating a teacher's *Student Academic Progress Profile and Rating (Form 2)*. If a teacher, previously identified as a Group A teacher, teaches no courses where a state or

district assessment exists, the teacher will then be considered a Group B teacher and will use state assessments and schoolwide aggregate data to develop the *Student Academic Progress Profile and Rating (Form 2)* (See section below).

### **Student Academic Progress Profile for Elementary and Secondary Group B Teachers**

Elementary and secondary Group B teachers must select two of the three state assessments (AIMS reading, AIMS writing, AIMS math) for the development of their *Student Academic Progress Profile and Rating (Form 2)*. Teachers are expected to select the two areas in which their instruction and content can best support schoolwide improvement goals. Schoolwide aggregate data will be used for all Group B teachers.

### **Student Academic Progress Cut Scores**

Student academic progress will be evaluated using the cut scores outlined in *Appendix I*. *Appendix I* also defines the mastery levels for each assessment. These cut scores will result in rubric scores that will determine the teacher's *Student Academic Progress Profile and Rating (Form 2)*. When a growth percentile score also exists for an assessment, the score (growth percentile score or percent passing score) resulting in the greatest benefit to the teacher will be used to calculate the teacher's *Student Academic Progress Profile and Rating (Form 2)*. The student academic progress component of the evaluation system will account for 33 percent of the teacher's final teacher evaluation rating.

### **Continuous School Improvement**

Each year, schools develop a school improvement incentive plan, which includes schoolwide goals for quality service, attendance, drop-out rates, graduation rates, professional development, AIMS, CRTs and AZELLA. Performance on the school improvement incentive plan goals will result in a rubric score that will determine each teacher's *Continuous School Improvement Profile and Rating (Form 3)*. The continuous school improvement component of the evaluation system will account for 7 percent of the teacher's final teacher evaluation rating.

### **Final Teacher Evaluation Rating**

A teacher's annual evaluation will conclude in the fall of the following school year. At the conclusion of the school year, the evaluator will review student achievement data and school improvement incentive plan results from the past school year. The evaluator will complete the *Student Academic Progress Profile and Rating (Form 2)* and the *Continuous School Improvement Profile and Rating (Form 3)* for each teacher. The evaluator will apply the appropriate rubric scores to the *Final Teacher Evaluation Rating (Form 4)*. The weighted scores for teaching performance (60 percent), student academic progress (33 percent), and continuous school improvement (7 percent) will determine a Final Teacher Evaluation Numerical Score that will result in a Final Teacher Evaluation Rating of **Highly Effective, Effective, Developing** or **Ineffective**.

Prior to the end of the first quarter of the following school year, the evaluator will conduct a student academic progress and continuous school improvement conference with the teacher to review student achievement results and school improvement incentive plan results from the past school year. In addition, the evaluator will review with the teacher the *Student Academic Progress Profile and Rating (Form 2)*, *Continuous School Improvement Profile and Rating (Form 3)* and *Final Teacher Evaluation Rating (Form 4)*. This conference will also be used to identify the student achievement assessments that will be used for the current year evaluation.

## Professional Development

### Teachers New to Mesa Public Schools or Teachers New to Teaching

Professional development instructional specialists provide training specifically designed for probationary teachers in Mesa. This professional development series, adapted annually based on the needs of new teachers, is research-based and is aligned to state and national teaching standards and district initiatives. The induction program provides professional development modules as well as classroom observations and coaching with an assigned specialist. Teachers new to Mesa also receive differentiated support based upon years of experience and individual needs through professional development modules. Teachers new to Mesa with less than three years of experience will be assigned a professional development specialist for classroom observation and coaching. Experienced teachers new to Mesa may be assigned a professional development specialist upon administrator or teacher request for classroom observation and coaching.

### Professional Refinement Plan

A *Professional Refinement Plan (Form 5)* will be established for every teacher who receives no Ineffective ratings and less than four Developing ratings on each of the Fall and Final Summative Teaching Performance Evaluations recorded on the *Teaching Performance Profile and Rating (Form 1)*. Prior to the end of the present school year, the evaluator, in collaboration with the teacher, will develop a plan to target an area for refinement. The professional refinement plan will be implemented throughout the next evaluation cycle.

### Professional Remediation Plan

A *Professional Remediation Plan (Form 6)* will be established for every teacher who receives any Ineffective ratings or four or more Developing ratings on either the Fall or Final Summative Teaching Performance Evaluations recorded on the *Teaching Performance Profile and Rating (Form 1)* or at any time at the discretion of the evaluator. The evaluator, in collaboration with the teacher, will develop a plan to target the areas(s) of deficiency. The plan will include a goal, strategies and action steps. The professional remediation plan must run for a minimum of six weeks.

## Inadequacy of Classroom Performance

Teachers shall be deemed inadequate when they receive three or more Ineffective ratings on the fall or final summative evaluations in the components that are associated with classroom performance. The classroom performance components are listed below.

### Probationary

If a probationary teacher meets the definition of Inadequacy of Classroom Performance based on the Fall Summative Teaching Performance Evaluation, the evaluator will initiate the inadequacy of classroom performance process by completing the *Notification of Inadequacy of Classroom Performance (Form 9)* and submitting the form and the signed *Teaching Performance Profile and Rating (Form 1)* to the Human Resources Department prior to the last Monday in November.

### Continuing Status

If a continuing status teacher meets the definition of Inadequacy of Classroom Performance based on the Fall or Final Summative Teaching Performance Evaluations, the evaluator will initiate the inadequacy of classroom performance process with the appropriate area assistant superintendent by completing the *Notification of Inadequacy of Classroom Performance (Form 9)*. Prior to the submission of the inadequacy notification, the evaluator must confer with the appropria

te area assistant superintendent and implement a *Professional Remediation Plan (Form 6)* with the teacher for a minimum of six weeks.

1a: Demonstrating Knowledge of Content and Pedagogy
1b: Demonstrating Knowledge of Students
1c: Setting Instructional Outcomes
1d: Demonstrating Knowledge of Resources
1e: Designing Coherent Instruction
1f: Designing Student Assessments
2a: Creating an Environment of Respect and Rapport
2b: Establishing a Culture for Learning
2c: Managing Classroom Procedures
2d: Managing Student Behavior
2e: Organizing Physical Space
3a: Communicating With Students
3b: Using Questioning and Discussion Techniques
3c: Engaging Students in Learning
3d: Using Assessment in Instruction
3e: Demonstrating Flexibility and Responsiveness
4a: Reflecting on Teaching
4b: Maintaining Accurate Records
4c: Communicating With Families

### **Appeal of Evaluation**

If a certificated employee perceives that the written evaluation received is not an accurate evaluation based on procedural and/or substantive issues, the employee must first discuss the concern with the evaluator within five working days of the evaluation conference. If the employee still believes the evaluation is inaccurate, the employee may submit exceptions to the evaluation, in writing, to the evaluator and to the district Human Resources Department. This letter should be submitted within 10 business days of the evaluation post-conference. This letter will be attached to the evaluation and placed in the employee’s district personnel file.

In addition, the employee may request a conference with the appropriate area assistant superintendent within ten working days of the evaluation post-conference. The conference shall be scheduled in a timely manner. During this conference, the employee may request an additional observation and evaluation by the original evaluator or by another qualified evaluator. The selection of another evaluator will be facilitated by the appropriate area assistant superintendent. The additional evaluation does not replace the original evaluation; both evaluations will be included in the employee’s district personnel file.

## Evaluation Timelines and Activities

Timeline	Activities
Within the first two weeks of the school year	<u>Teacher Evaluation Orientation</u> <ul style="list-style-type: none"> <li>• Evaluator will provide an overview of the evaluation system to all teachers.</li> </ul>
Prior to the end of the first quarter	<u>Student Academic Progress and Continuous School Improvement Conference with Teacher</u> <ul style="list-style-type: none"> <li>• Review each teacher's Student Academic Progress Profile and Rating (Form 2) and Continuous School Improvement Profile and Rating (Form 3) from the past school year</li> <li>• Review and sign Final Teacher Evaluation Rating (Form 4) from the past school year</li> <li>• Submit each teacher's <b>*Student Academic Progress Profile and Rating (Form 2), *Continuous School Improvement Profile and Rating (Form 3) and *Final Teacher Evaluation Rating (Form 4)</b> to the Human Resources Department</li> <li>• Identify the student achievement assessments to be used for the new school year and record the assessments in the Student Academic Progress Profile and Rating (Form 2)</li> </ul>
Prior to the last Monday in November-Probationary  Prior to the end of the first semester-Continuing Status	<u>Fall Summative Teaching Performance Evaluation</u> <ul style="list-style-type: none"> <li>• Collect evidence for Domains 1 and 4 through the pre- and post-observation conference process</li> <li>• Collect evidence for Domains 2 and 3 through informal observations and the first formal observation</li> <li>• Complete the Fall Summative Teaching Performance Evaluation and record component scores in the Teaching Performance Profile and Rating (Form 1)</li> </ul>
Prior to the end of March	<u>Spring and Final Summative Teaching Performance Evaluations</u> <ul style="list-style-type: none"> <li>• Collect evidence for Domains 1 and 4 through the pre- and post-observation conference process</li> <li>• Collect evidence for Domains 2 and 3 through informal observations and the second formal observation</li> <li>• Complete the Spring and Final Summative Teaching Performance Evaluations and record component scores in the Teaching Performance Profile and Rating (Form 1)</li> <li>• Complete and submit each teacher's signed <b>**Teaching Performance Profile and Rating (Form 1)</b> to the Human Resources Department</li> <li>• Final Summative Teaching Performance Evaluation scores will be used for teacher RIF profiles</li> </ul>
Prior to the last day of school	<u>Development of Refinement Plans</u> <ul style="list-style-type: none"> <li>• Teachers with no Ineffective ratings and less than four Developing ratings on each of the Fall and Final Summative Teaching Performance Evaluations will develop a <b>***Professional Refinement Plan (Form 5)</b> to be implemented throughout the next evaluation cycle.</li> </ul>
No timeline	<u>Development of Remediation Plans</u> <ul style="list-style-type: none"> <li>• A <b>****Professional Remediation Plan (Form 6)</b> will be required for teachers who receive any Ineffective ratings or four or more Developing ratings on either the Fall or Final Summative Teaching Performance Evaluations or at any time at the discretion of the evaluator.</li> </ul>
Prior to August 15	<u>Evaluator Review of Student Achievement Data and School Improvement Plan Results</u> <ul style="list-style-type: none"> <li>• After a thorough review of student achievement data and school incentive plan results from the past school year, the evaluator will complete the Student Academic Progress Profile and Rating (Form 2), Continuous School Improvement Profile and Rating (Form 3), and the Final Teacher Evaluation Rating (Form 4) for all teachers and will submit final teacher ratings to the Human Resources Department.</li> </ul>

\*Submit to the Human Resources Department prior to the end of the first quarter of the new academic year

\*\*Submit to the Human Resources Department prior to March 31

\*\*\*Submit to the Human Resources Department prior to the end of the following year

\*\*\*\*Submit to the Human Resources Department when completed

# Forms

## Teaching Performance Profile and Rating (Form 1)

Teacher Name: \_\_\_\_\_ EIN: \_\_\_\_\_

School: \_\_\_\_\_ School Year: \_\_\_\_\_

Grade/Subject/Dept: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Status: Probationary  Continuing

Fall Summative Formal Observation #1 Date: _____				Spring Summative Formal Observation #2 Date: _____				Final Summative Due No Later Than March 31			
Ineffective	Developing	Effective	Highly Effective	Ineffective	Developing	Effective	Highly effective	Ineffective	Developing	Effective	Highly Effective

### Domain 1: Planning and Preparation

1a: Demonstrating Knowledge of Content and Pedagogy												
1b: Demonstrating Knowledge of Students												
1c: Setting Instructional Outcomes												
1d: Demonstrating Knowledge of Resources												
1e: Designing Coherent Instruction												
1f: Designing Student Assessments												

### Domain 2: The Classroom Environment

2a: Creating an Environment of Respect and Rapport												
2b: Establishing a Culture for Learning												
2c: Managing Classroom Procedures												
2d: Managing Student Behavior												
2e: Organizing Physical Space												

### Domain 3: Instruction

3a: Communicating With Students												
3b: Using Questioning and Discussion Techniques												
3c: Engaging Students in Learning												
3d: Using Assessment in Instruction												
3e: Demonstrating Flexibility and Responsiveness												

Domain 4: Professional Responsibilities												
4a: Reflecting on Teaching												
4b: Maintaining Accurate Records												
4c: Communicating With Families												
4d: Participating in a Professional Community												
4e: Growing and Developing Professionally												
4f: Showing Professionalism												

Teaching Performance Rating Based on Final Summative			
Ineffective (0) <input type="checkbox"/>	Developing (1) <input type="checkbox"/>	Effective (2) <input type="checkbox"/>	Highly Effective (3) <input type="checkbox"/>
3 or more Ineffective ratings	1 or 2 Ineffective ratings or 4 or more Developing ratings	<b>Zero Ineffective ratings and fewer than 4 Developing ratings</b>	At least 7 Highly Effective ratings and Zero Ineffective and Developing ratings

Teaching Performance Rating

\_\_\_\_\_  
Evaluator's Printed Name

\_\_\_\_\_  
Teacher's Printed Name

**Fall Summative**

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Final Summative**

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Student Academic Progress Profile and Rating (Form 2)**

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

EIN: \_\_\_\_\_

School: \_\_\_\_\_

Grade/Subject/Dept: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Status: Probationary  Continuing

**Student Academic Progress Profile**

Assessments	Ineffective (0)	Developing (1)	Effective (2)	Highly Effective (3)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Student Academic Progress Rating**  
(Sum of the rubric scores divided by number of rubric scores)

**The signatures below confirm the assessments that will be used for the teacher’s Student Academic Progress Profile. Once confirmed by the teacher and the evaluator, the selected assessments may not be changed.**

\_\_\_\_\_  
Evaluator’s Signature

\_\_\_\_\_  
Teacher’s Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## Continuous School Improvement Profile and Rating (Form 3)

Teacher: \_\_\_\_\_ School Year: \_\_\_\_\_ EIN: \_\_\_\_\_

School: \_\_\_\_\_ Grade/Subject/Dept: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Status: Probationary  Continuing

### School Improvement Incentive Plan Results

School Improvement Incentive Plan Results			
Ineffective (0) <input type="checkbox"/>	Developing (1) <input type="checkbox"/>	Effective (2) <input type="checkbox"/>	Highly Effective (3) <input type="checkbox"/>
0% Incentive Plan Compensation	50% Incentive Plan Compensation	<b>70% Incentive Plan Compensation</b>	100% Incentive Plan Compensation

Continuous School Improvement Rating

**Final Teacher Evaluation Rating (Form 4)**

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

EIN: \_\_\_\_\_

School: \_\_\_\_\_

Grade/Subject/Dept: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Status: Probationary

Continuing

Teaching Performance (60 percent)

\_\_\_\_\_ X .60  
Teaching Performance Rating \_\_\_\_\_

Student Academic Progress (33 percent)

\_\_\_\_\_ X .33  
Student Academic Progress Rating \_\_\_\_\_

Continuous School Improvement (7 percent)

\_\_\_\_\_ X .07  
Continuous School Improvement Rating \_\_\_\_\_  
+

**Final Teacher Evaluation Numerical Score**

<b>Final Teacher Evaluation Rating</b>			
Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	<b>Effective</b> <input type="checkbox"/>	Highly Effective <input type="checkbox"/>
Less than .8	Greater than or equal to .8 and less than 1.7	<b>Greater than or equal to 1.7 and less than 2.5</b>	Greater than or equal to 2.5

**Final Teacher Evaluation Rating**

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Professional Refinement Plan (Form 5)**

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

EIN: \_\_\_\_\_

School: \_\_\_\_\_

Grade/Subject/Dept: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Status: Probationary

Continuing

**Area for Refinement**

Empty box for refinement area.

**Plan**

Empty box for plan.

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Summary of Work Completed**

Empty box for summary of work completed.

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Professional Remediation Plan (Form 6)**

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

EIN: \_\_\_\_\_

School: \_\_\_\_\_

Grade/Subject/Dept: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Status: Probationary

Continuing

**Plan**

**Goal:**

**Strategy 1:**

**Action Steps:**

**Strategy 2:**

**Action Steps:**

**Strategy 3:**

**Action Steps:**

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Results**

- Progress on goal
- Limited or no progress on goal

**Comments:**

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## Protocol for Pre-Observation Conference (Form 7)

The teacher will complete this form and submit it to the appropriate evaluator prior to the pre-observation conference. The teacher should reflect on the Teaching Performance Evaluation rubric to complete this form and to prepare for the pre-observation conference.

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

Evidence of teaching performance will be gathered for all components of the Teaching Performance Evaluation. Evidence of planning and preparation and professional responsibilities will be gathered during the pre- and post-observation conference process through the review of lesson plans, student work, communication logs, conversations about practice, and other professional and instructional artifacts.

Questions for discussion:

1. To which part of your curriculum does this lesson relate? (1e)
2. How does this learning fit in the sequence of learning for this class? (1b,1e,1a)
3. Briefly describe the students in this class, including those with special needs. (1b)
4. What are your learning outcomes for the lesson? What do you want the students to understand? (1c, 1f)
5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in small groups, individually or as a large group? Provide worksheets or other materials the students will use. (1d,1e,1a)
6. How will you differentiate instruction for different individuals or groups of students in the class? (1d,1c)
7. How and when will you know whether the students have learned what you intend? (1f)
8. Is there anything you would like me to specifically observe during the lesson?

## Protocol for Post-Observation Conference (Form 8)

The teacher will complete this form and submit it to the appropriate evaluator prior to the post-observation conference. The teacher should reflect on the Teaching Performance Evaluation rubric to complete this form and to prepare for the post-observation conference.

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

Evidence of teaching performance will be gathered for all components of the Teaching Performance Evaluation. Evidence of planning and preparation and professional responsibilities will be gathered during the pre- and post-observation conference process through the review of lesson plans, student work, communication logs, conversations about practice, and other professional and instructional artifacts.

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 would the samples reveal about the levels of student engagement and understanding? (3d, 3c)
3. Comment on your classroom procedures, student conduct and your use of physical space. To what extent did these contribute to student learning? (2c, 2d, 2e)
4. Did you depart from your plan? If so, how and why? (3e)
5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources.) To what extent were they effective? (2a, 2b, 3c, 3e, 1d, 1e)
6. If you had a chance to teach this lesson again to the same group of students, what would you do differently, from planning through execution? (4a)

**Notification of Inadequacy of Classroom Performance (Form 9)**

Teacher: \_\_\_\_\_ School Year: \_\_\_\_\_ EIN: \_\_\_\_\_  
School: \_\_\_\_\_ Grade/Subject/Dept: \_\_\_\_\_  
Evaluator: \_\_\_\_\_ Status: Probationary  Continuing

The teacher listed above has received three or more Ineffective ratings on the Fall or Final Summative Teaching Performance Evaluations in the components that are associated with classroom performance. A signed copy of the teacher's *Teaching Performance Profile and Rating (Form 1)* is included with this notification.

The Ineffective components are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## Evaluator Notes From Classroom Observation (Form 10)

Evaluators can use this form to gather evidence during a classroom observation or during other interactions with the teacher.

Time	Actions, Statement(s), Questions by Teacher and Students	Component

## Evaluator Notes From Classroom Observation (Form 11)

Evaluators can use this form to gather evidence during a classroom observation or during other interactions with the teacher.

<b>Domain 1: Planning and Preparation</b>	<b>Domain 2: The Classroom Environment</b>
<b>Domain 4: Professional Responsibilities</b>	<b>Domain 3: Instruction</b>

# Appendix

## Appendix A-Teaching Performance Evaluation

Domain 1: Planning and Preparation				
Component	Ineffective	Developing	Effective	Highly Effective
<b>1a: Demonstrating Knowledge of Content and Pedagogy</b>	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	<b>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.</b>	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.
<b>1b: Demonstrating Knowledge of Students</b>	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 and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	<b>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.</b>	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.
<b>1c: Setting Instructional Outcomes</b>	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important 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 important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	<b>Most outcomes represent rigorous and important 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.</b>	All outcomes represent rigorous and important 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.

Component	Ineffective	Developing	Effective	Highly Effective
<b>1d: Demonstrating Knowledge of Resources</b>	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	<b>Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.</b>	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
<b>1e: Designing Coherent Instruction</b>	The series of learning experience is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	<b>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.</b>	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
<b>1f: Designing Student Assessments</b>	Assessment procedures 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.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. 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 intends to use assessment results to plan for future instruction for the class as a whole.	<b>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.</b>	Teacher's plan for student assessment is fully aligned with the 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.

<b>Domain 2: Classroom Environment</b>				
<b>Component</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>2a: Creating an Environment of Respect and Rapport</b>	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	<b>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 impersonal.</b>	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.
<b>2b: Establishing a Culture for Learning</b>	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. 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 those students thought to have a natural aptitude for the subject.	<b>The classroom culture is a cognitively busy place where learning is valued by all 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.</b>	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 detail and/or helping peers.
<b>2c: Managing Classroom Procedures</b>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	<b>There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting students follow established classroom routines.</b>	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

Component	Ineffective	Developing	Effective	Highly Effective
<b>2d: Managing Student Behavior</b>	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	<b>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.</b>	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students.
<b>2e: Organizing Physical Space</b>	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	<b>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.</b>	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

**Domain 3: Instruction**

Component	Ineffective	Developing	Effective	Highly Effective
<p><b>3a: Communicating with Students</b></p>	<p>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.</p>	<p>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 to the students’ ages or backgrounds.</p>	<p><b>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 to the students’ ages and interests.</b></p>	<p>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.</p>
<p><b>3b: Using Questioning and Discussion Techniques</b></p>	<p>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. A few students dominate the discussion.</p>	<p>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 only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.</p>	<p><b>While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</b></p>	<p>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.</p>

Component	Ineffective	Developing	Effective	Highly Effective
<b>3c: Engaging Students in Learning</b>	The learning tasks and activities, materials, resources, instructional groups and technology are poorly 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 or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	<b>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, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</b>	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
<b>3d: Assessment in Instruction</b>	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/ prompts/assessments are rarely used to diagnose evidence of learning.	<b>Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/ prompts/assessments are used to diagnose evidence of learning.</b>	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their 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.
<b>3e: Demonstrating Flexibility and Responsiveness</b>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of 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.	<b>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 a broad repertoire of strategies.</b>	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. 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.

**Domain 4: Professional Responsibilities**

Component	Ineffective	Developing	Effective	Highly Effective
<p><b>4a: Reflecting on Teaching</b></p>	<p>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.</p>	<p>Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.</p>	<p><b>Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</b></p>	<p>Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of actions.</p>
<p><b>4b: Maintaining Accurate Records</b></p>	<p>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.</p>	<p>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.</p>	<p><b>Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.</b></p>	<p>Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.</p>
<p><b>4c: Communicating with Families</b></p>	<p>Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.</p>	<p>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. But communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p><b>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.</b></p>	<p>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.</p>

Component	Ineffective	Developing	Effective	Highly Effective
<b>4d: Participating in a Professional Community</b>	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquire, 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.	<b>Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquire. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</b>	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. 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.
<b>4e: Growing and Developing Professionally</b>	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates 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.	<b>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.</b>	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.
<b>4f: Showing Professionalism</b>	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	<b>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.</b>	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.

## Appendix B-Summary of Domains

### Domain 1: Planning and Preparation

Instructional planning includes a deep understanding of content and pedagogy and an understanding and appreciation of the students and what they bring to the educational experience. Understanding the content is not sufficient. The content must be transformed through instructional design into sequences of activities and exercises that make it accessible to students. All elements of the instructional design, including learning activities, materials, and strategies, must be appropriate to both the content and the students and aligned with larger instructional goals. In content and process, assessment techniques must also reflect the instructional outcomes and should serve to document student progress during and at the end of a teaching episode. In designing assessment strategies, teachers must consider their use for formative purposes. Assessments can provide diagnostic opportunities for students to demonstrate their level of understanding during the instructional sequence, while there is still time to make adjustments.

### Domain 2: The Classroom Environment

Teachers create a learning environment through positive interpersonal interactions, efficient routines and procedures, clear and consistent standards of conduct, and a safe physical environment that supports learning. In addition, the environment encourages students to take pride in their work and to assume responsibility for their learning. Students respond to the warmth and caring of teachers, their high expectations for achievement, and their commitment to students. Students feel safe with these teachers and know that they can count on them to be fair and compassionate.

The components of Domain 2 are not associated with the learning of any particular content; instead, they set the stage for all learning. The teacher establishes a comfortable and respectful classroom environment, which cultivates a culture for learning and creates a safe place for risk-taking. The atmosphere is businesslike, with non-instructional routines and procedures handled efficiently; student behavior is cooperative and non-disruptive; and the physical environment is conducive to learning.

### Domain 3: Instruction

Domain 3 contains the components that are at the heart of teaching. Teachers facilitate the engagement of students in learning, through the vision of students developing a complex understanding and participation in a community of learners. Students are engaged in meaningful work, which carries significance beyond the next test and is relevant to students' lives.

Teachers who excel in Domain 3 have finely honed instructional skills. Their work in the classroom is fluid and flexible. They can shift easily from one approach to another when the situation demands it. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They are attentive to different students in the class and the degree to which they are thoughtfully engaged; they carefully monitor student understanding as they proceed through well-designed questions or activities; and make minor mid-course corrections as needed. Above all, they promote the emergence of self-directed learners fully engaged in the work at hand.

### Domain 4: Professional Responsibilities

The components in Domain 4 are associated with being a true professional educator. They encompass the roles assumed outside of and in addition to those in the classroom with students. Students rarely observe these activities; parents and the larger community observe them only intermittently. However, the activities are critical to preserving and enhancing the profession.

Domain 4 consists of a wide range of professional responsibilities, from self-reflection and professional growth, to participation in a professional community, to contributions made to the profession as a whole. The components also include interactions with the families of students, contacts with the larger community and advocacy for students. Domain 4 captures the essence of professionalism by teachers. As a result of their skills in this domain, teachers are full members of the teaching profession and committed to its enhancement.

## Appendix C-Domains, Components and Elements of the Teaching Performance Evaluation

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
<p>Component 1a: Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> <li>• Knowledge of content and the structure of the discipline</li> <li>• Knowledge of prerequisite relationships</li> <li>• Knowledge of content-related pedagogy</li> </ul> <p>Component 1b: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> <li>• Knowledge of child and adolescent development</li> <li>• Knowledge of the learning process</li> <li>• Knowledge of students' skills, knowledge, and language proficiency</li> <li>• Knowledge of students' interests and cultural heritage</li> <li>• Knowledge of students' special needs</li> </ul> <p>Component 1c: Setting Instructional Outcomes</p> <ul style="list-style-type: none"> <li>• Value, sequence, and alignment</li> <li>• Clarity</li> <li>• Balance</li> <li>• Suitability for diverse learners</li> </ul> <p>Component 1d: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> <li>• Resources for classroom use</li> <li>• Resources to extend content knowledge and pedagogy</li> <li>• Resources for students</li> </ul> <p>Component 1e: Designing Coherent Instruction</p> <ul style="list-style-type: none"> <li>• Learning activities</li> <li>• Instructional materials and resources</li> <li>• Instructional groups</li> <li>• Lesson and unit structure</li> </ul> <p>Component 1f: Designing Student Assessments</p> <ul style="list-style-type: none"> <li>• Congruence with instructional outcomes</li> <li>• Criteria and standards</li> <li>• Design of formative assessments</li> <li>• Use for planning</li> </ul>	<p>Component 2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> <li>• Teacher interaction with students</li> <li>• Student interactions with other students</li> </ul> <p>Component 2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> <li>• Importance of the content</li> <li>• Expectations for learning and achievement</li> <li>• Student pride in work</li> </ul> <p>Component 2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"> <li>• Management of instructional groups</li> <li>• Management of transitions</li> <li>• Management of materials and supplies</li> <li>• Performance of non-instructional duties</li> <li>• Supervision of volunteers and paraprofessionals</li> </ul> <p>Component 2d: Managing Student Behavior</p> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Monitoring of student behavior</li> <li>• Response to student misbehavior</li> </ul> <p>Component 2e: Organizing Physical Space</p> <ul style="list-style-type: none"> <li>• Safety and accessibility</li> <li>• Arrangement of furniture and use of physical resources</li> </ul>
Domain 4: Professional Responsibilities	Domain 3: Instruction
<p>Component 4a: Reflecting on Teaching</p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Use in future teaching</li> </ul> <p>Component 4b: Maintaining Accurate Records</p> <ul style="list-style-type: none"> <li>• Student completion of assignments</li> <li>• Student progress in learning</li> <li>• Noninstructional records</li> </ul> <p>Component 4c: Communicating with Families</p> <ul style="list-style-type: none"> <li>• Information about the instructional program</li> <li>• Information about individual students</li> <li>• Engagement of families in the instructional program</li> </ul> <p>Component 4d: Participating in a Professional Community</p> <ul style="list-style-type: none"> <li>• Relationships with colleagues</li> <li>• Involvement in a culture of professional inquiry</li> <li>• Service to the school</li> <li>• Participation in school and district projects</li> </ul> <p>Component 4e: Growing and Developing Professionally</p> <ul style="list-style-type: none"> <li>• Enhancement of content knowledge and pedagogical skill</li> <li>• Receptivity to feedback from colleagues</li> <li>• Service to profession</li> </ul> <p>Component 4f: Showing Professionalism</p> <ul style="list-style-type: none"> <li>• Integrity and ethical conduct</li> <li>• Service to students</li> <li>• Advocacy</li> <li>• Decision making</li> <li>• Compliance with school and district regulations</li> </ul>	<p>Component 3a: Communicating with Students</p> <ul style="list-style-type: none"> <li>• Expectations for learning</li> <li>• Directions and procedures</li> <li>• Explanations of content</li> <li>• Use of oral and written language</li> </ul> <p>Component 3b: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> <li>• Quality of questions</li> <li>• Discussion techniques</li> <li>• Student participation</li> </ul> <p>Component 3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Grouping of students</li> <li>• Instructional materials and resources</li> <li>• Structure and pacing</li> </ul> <p>Component 3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> <li>• Assessment criteria</li> <li>• Monitoring of student learning</li> <li>• Feedback to students</li> <li>• Student self-assessment and monitoring of progress</li> </ul> <p>Component 3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> <li>• Lesson adjustment</li> <li>• Response to students</li> <li>• Persistence</li> </ul>

## Appendix D-Examples of Evidence and Artifacts

Artifacts are indicators of professional growth. They are not intended to be a portfolio of completed work. They are meant to support a teacher's instructional improvement and progress toward his/her goals. Artifacts are not put into the personnel file. They are for dialogue purposes only.

The artifacts on the following list are intended as examples. There is no expectation that these specific artifacts be provided to the evaluator. Teachers may wish to provide evaluators with artifacts that are not on this list. Note that some artifacts, although listed in only one domain, may be evidence of practice in other domains as well.

### Domain 1: Planning and Preparation

Lesson plans	Lesson plans and logs of meetings that that involve collaborating with district specialists
Unit plans	Examples of collaboration with other practitioners
Discipline plans	List of professional books, resources and materials used to create lesson plan
Differentiation plans	Photographs of parents and other professionals volunteering and/or presenting in the classroom
Assessment plan for student achievement	PDFs and photo copies of resource lists
Substitute folder	Written abstracts of research articles for resources
Bulletin boards connected to units	Electronic bookmarks of educational sites/resources used
Student profiles	Google docs between classroom teachers and specialists with collaborative lesson plans
Student work samples	Examples of grouping based on pre-tests
Student portfolios	Examples of visual aids
Teaching artifacts such as primary sources	Examples of educational games to reinforce skills
Student and parent surveys	Examples of re-teaching with Google websites, math videos
Notes from workshops, conferences, professional texts and classes	Examples of student-designed rubrics
Curriculum Night presentation/handouts	Examples of varied assessment for large units
Examples of informal time with students	Examples of "small" regular assessments for basic skills and clear articulation of how they are used to plan
Student conferences/check-ins notations	Examples of pre-tests/entrance slips/exit slips
Charts with data collected from student files, test data, etc.	Examples of Topic-Do-LOT at beginning of lesson
Examples of getting to know students: interest inventories, etc.	Examples of daily essential questions, goals, and objectives
Examples of anecdotal records on students	Examples of computer usage and technology
Examples of modifications of assessments, assignments, lessons for SPED, ELL, Gifted (recognize IEPs and 504 Plans)	
Examples of pre- and post-assessments	
Rubric samples and important concepts reflected in lesson plans	
Examples of aligning special service to curriculum	
Examples of differentiating assignment	
Notes on collaboration with grade level teams	

## Domain 2: The Classroom Environment

CD, electronic presentations	A collection of content specific resources (books, references, etc.)
Classroom observations	Examples of learning stations (e.g. Writers' Workshop)
Problem solving notebook	Content related, relevant artifacts on walls
Interviews	Sign-ups for computer access, publishing conferences
Behavior log	Photos of organizational areas
Homework plan	Agenda and minutes of training for assistants
Log of parent contacts	Documentation and use of transition strategies (music, saying, clapping, lights, etc.)
Incentive and reward plans	Plans for instructional assistants and volunteers
Unit bulletin boards	Individual student schedules
Seating chart	Student checklists (for routines)
Substitute plan folder	Examples of time management supports (timers, hand signals, lights, etc.)
Physical layout of room	Notes on strategies for students
Diagram and photographs of room	Documentation of behavior intervention
Daily, weekly routine, schedules	Examples of positive intervention strategies and recognitions (i.e. marble jar, class and individual rewards, tally marks, etc.)
Examples of classroom management plan	Student work displayed (in classroom, halls)
Evidence of character lessons, posters, and charts	Examples of written objective for unit and lesson
Anecdotal records of student sharing	Examples of KWL charts and content relevant posters
Notes on behavioral intervention	
Examples of cooperative group activities	
Modeling appropriate classroom behavior	
Examples of student rubrics (so that students are aware of expected outcomes)	
Examples of work completed checklist	
Examples of positive feedback to and from students (certificates, notes)	
Examples of student self-assessment	

## Domain 3: Instruction

Student achievement data	Examples of blogging, podcasting through practitioner's website
Classroom observations	Examples of syllabus with expectations
Student work samples	Examples of assignment guides
Units of study	Student answers/participation recorded
Technology links	Pictures or video of students utilizing a variety of materials/resources (SmartBoards, computers, leveled books, math games, etc.)
Video and audio records of student performance	Examples of graphic organizers
Extension and enrichment activities	Creation of leveled groups based on pre and post assessment
Modifications	Video camera use
Examples of written feedback	Conferencing notes
Differentiation samples	Class meeting notes
Copies of quizzes, tests, assignments	Videotaped instruction/interactions with students
Examples of journaling and autobiographies	
Examples of student projects	
Examples of objectives and goals, clear expectations	
Google Docs comments	

## Domain 4: Professional Responsibilities

Log of parent contacts	Binders/folders of used materials
Newsletters	Notes/information from committee meetings, professional journals, team meetings/grade level meetings
Published articles	Handouts and notations on continued professional development (conferences, workshops, conventions)
Parent surveys	Examples of observations of other practitioners (via video or in person)
Voice mail and email logs	List of useful websites
Reflection sheets and journals	Participation log of activities in professional organizations
Notes on lesson reflections and ideas for improvement	Log of tutorials used for technology or other educational purposes
Parent letters and emails	Notes from site visits to other institutions
Teacher certification classes, workshops	Notes from working collaboratively with colleagues
District, building committees	Examples of participation in after school activities (i.e. Bingo Night)
PD documentation	Examples of professionalism based on participation with education association
Coursework	Noted parent feedback based on teacher and student performance
Community service	Examples of providing extra support to students outside of assigned school hours
National Board Accreditation	Examples of advocacy with attendance at PTO/PTAC, board meeting, student events to present or support programming
A list of conferences and workshops attended	Examples of attending student activities outside the school day
Presentations made	
Journals	
Observations	
Videotapes	
Transcripts	
Examples of specific report card comments	
Examples of progress monitoring data and plans changed based on progress	
Examples of attendance, grades, conference forms, report cards, anecdotal records, parent contacts logs, portfolios, etc.	
Examples of promptness in meeting deadlines (i.e. IEP), timelines, meeting prep	

## Appendix E-Common Themes in the Teaching Performance Evaluation

### **Equity**

A commitment to excellence is not complete without a commitment to equity. In an environment of respect and rapport, all students feel valued. Equal opportunities for all have not always occurred in public schools, especially considering the educational tradition of elitism. Equity provides for stimulating academic achievement (including higher education and the resultant careers) as well as additional levels of support for those traditionally underserved.

### **Cultural Competence**

The cultural backgrounds of students shape their interpretation and understanding of material as well as their interactions with practitioners. Effective practitioners become knowledgeable about the cultural traditions, practices and interactions that might impact students in the classroom. This ensures that every child feels valued and optimizes the student's understanding of material and ability to share information.

### **High Expectations**

Accomplished practitioners believe that all students are capable of high standards of learning and organize their practice accordingly. Instructional outcomes are set at a high and challenging level. The questions practitioners ask, the feedback they give, and the way they communicate with families all reflect the belief that students are capable of high-level work.

### **Developmental Appropriateness**

Intellectual development shapes academic content. Effective practitioners observe patterns of development among students. Students' ability to understand concepts depends on their cognitive structures at the time of instruction.

### **Attention to Individual Students, Including Those With Special Needs**

Learning is done by individuals, not by groups. Therefore, effective practitioners provide learning experiences that are challenging on a variety of levels. Instructional plans, assessment strategies, interactions and feedback are appropriate for individual student needs.

### **Appropriate Use of Technology**

Students' familiarity and experience with technology are diverse. Effective practitioners stay abreast of new developments in technology and provide access for all students. Technology is used to enhance, not replace, learning. Used appropriately, technology is beneficial in planning, teaching, managing records, professional development and communicating with families.

### **Student Assumption of Responsibility**

Effective practitioners recognize that they are responsible for creating a student-focused learning environment. An effective practitioner enlists student input and energy to create a community of learners in which students assume at least some of the responsibility for the learning environment.

**Appendix F-Group A and Group B Teachers**

<b>Elementary Teachers</b>	
<b>Group A</b>	<b>Group B</b>
<ul style="list-style-type: none"> <li>• K-6</li> <li>• ELD/ELD Itinerant</li> <li>• GUS</li> <li>• Preschool (Regular Education and Special Education)</li> <li>• Special Education (Resource and Self-Contained)</li> <li>• Special Education Itinerant (HI, OI, TBI, VI)</li> </ul>	<ul style="list-style-type: none"> <li>• Art</li> <li>• Band</li> <li>• ELP</li> <li>• Math Interventionists</li> <li>• Music</li> <li>• Orchestra</li> <li>• PE (Including Special Education APE)</li> <li>• Reading Interventionists</li> </ul>

<b>Secondary Teachers</b>	
<b>Group A</b>	<b>Group B</b>
<ul style="list-style-type: none"> <li>• CTE Classes With State Assessments</li> <li>• ELD/ELD Itinerant</li> <li>• English</li> <li>• English Language Arts</li> <li>• Math</li> <li>• Reading</li> <li>• Science</li> <li>• Social Studies</li> <li>• Special Education (Resource and Self-Contained)</li> <li>• Special Education Itinerant (HI, OI, TBI, VI)</li> <li>• World Language</li> </ul>	<ul style="list-style-type: none"> <li>• All other content areas</li> </ul>

Preliminary

**Appendix G-Required Assessments for Elementary Student Academic Progress**

<b>Elementary</b>	
<b>Grade/Subject Area</b>	<b>Required Assessments</b>
Kindergarten	DIBELS Next-Composite Score Student Profile Card  <u><b>Franklin Elementary</b></u> Phonograms Oral Reading Penmanship Math Readiness
First Grade	DIBELS Next-Composite Score CRT Reading CRT Math  <u><b>Franklin Elementary</b></u> SMT Reading SMT Writing SMT Math
Second Grade	DIBELS Next-Composite Score CRT Reading CRT Math  <u><b>Franklin Elementary</b></u> SMT Reading SMT Writing SMT Math
Third Grade	AIMS Math AIMS Reading AIMS-Like Writing
Fourth Grade	AIMS Math AIMS Reading AIMS Science AIMS-Like Writing
Fifth Grade	AIMS Math AIMS Reading AIMS Writing
Sixth Grade	AIMS Math AIMS Reading AIMS Writing

Preliminary

ELD/ELD Itinerant	AZELLA Grade Level Dependent Assessments K-6 <ul style="list-style-type: none"> <li>• AIMS (3-6)</li> <li>• CRTs (1 and 2)</li> <li>• DIBELS Next-Composite Score (K-2)</li> <li>• Student Profile Card (K)</li> </ul>
GUS	Grade Level Dependent Assessments K-6 <ul style="list-style-type: none"> <li>• AIMS (3-6)</li> <li>• CRTs (1 and 2)</li> <li>• DIBELS Next-Composite Score (K-2)</li> <li>• Student Profile Card (K)</li> </ul>
Preschool (Regular Education and Special Education)	GOLD Assessment
Special Education (Resource and Self-Contained)  Special Education Itinerant (HI, OI, TBI, VI)	Grade Level Dependent Assessments K-6 <ul style="list-style-type: none"> <li>• AIMS (3-6)</li> <li>• AIMS-A</li> <li>• CRTs (1 and 2)</li> <li>• DIBELS Next-Composite Score (K-2)</li> <li>• Student Profile Card (K)</li> </ul>

Preliminary

**Appendix H-Required Assessments for Secondary Student Academic Progress**

<b>Junior High</b>	
<b>Subject Area</b>	<b>Required Assessments</b>
ELD/ELD Itinerant	AIMS Reading AIMS Writing CRTs AZELLA
English Language Arts	AIMS Reading AIMS Writing CRTs
Reading	AIMS Reading AIMS Writing
Math	AIMS Math CRTs
Science	AIMS Science CRTs
Social Studies	CRTs
Special Education (Resource and Self-Contained) Special Education Itinerant (HI, OI, TBI, VI)	Core Area AIMS Core Area CRTs AIMS-A
World Languages	CRTs Language Credit Test

<b>High School</b>	
<b>Subject Area</b>	<b>Required Assessments</b>
CTE Courses With State Assessments	State Assessments
ELD/ELD Itinerant	CRTs AIMS Reading (10 <sup>th</sup> -grade Writing/Lit Classes) AIMS Writing (10 <sup>th</sup> -grade Writing/Lit Classes) AZELLA
English	CRTs AIMS Reading (10 <sup>th</sup> -grade Writing/Lit Classes) AIMS Writing (10 <sup>th</sup> -grade Writing/Lit Classes) IB AP

Math	CRTs AIMS Math (Geometry) IB AP
Reading	CRTs AIMS Reading (10 <sup>th</sup> -grade Reading Classes) AIMS Writing (10 <sup>th</sup> -grade Reading Classes)
Science	CRTs AIMS Science (Biology) IB AP
Social Studies	CRTs AP IB
Special Education (Resource and Self-Contained)  Special Education (HI, OI, TBI, VI)	Core Area AIMS Core Area CRTs AIMS-A
World Languages	CRTs AP IB

Preliminary

**Appendix I-Student Academic Progress Cut Scores**

**Regular mathematics rounding rules will apply before identifying final rubric score.**

Student Academic Progress Assessments	Cut Scores
AIMS Reading Writing Math Science AIMS-A	Growth Percentiles 0-23% 0 24-40% 1 41-69% 2 70-100% 3 Percent of Students Scoring Meets/Exceeds 0-35% 0 36-59% 1 60-89% 2 90-100% 3
DIBELS Next	Percent of Students Scoring a Composite Score of Core 0-35% 0 36-59% 1 60-89% 2 90-100% 3
District-Developed AIMS-Like Writing (17/36 or higher) CRTs (70% or higher) Kindergarten Oral Reading (Franklin, 70% or higher) Kindergarten Phonograms (Franklin, 70% or higher) Kindergarten Student Profile Card Language Credit Test (70% or higher) Math Readiness (Franklin) Penmanship (Franklin, Satisfactory or higher) SMTs (Franklin, 70% or higher)	Percent of Students Demonstrating Mastery 0-35% 0 36-59% 1 60-89% 2 90-100% 3
AP and IB	Percent of Students Scoring a 3, 4 or 5 on AP or Percent of Students Scoring a 4, 5, 6 or 7 on IB 0-35% 0 36-59% 1 60-89% 2 90-100% 3 Percent of Students Taking AP/IB 0-35% 0 36-59% 1 60-89% 2 90-100% 3
Other State Assessments CTE AZELLA GOLD (Preschool)	Percent of Students Demonstrating Mastery of CTE or Percent of Students Moving to a Higher Category for AZELLA or Percent of Students Demonstrating Growth on GOLD 0-35% 0 36-59% 1 60-89% 2 90-100% 3

Preliminary