

Mundelein Elementary District 75

Mundelein, Illinois

Performance Evaluation Reform Act of 2010

PERA-Evaluation Handbook



Version 2.0
2023

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Certified Staff Evaluation System

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SECTION 1: MUNDELEIN COMMITTEE PROCESS AND MEMBERS

Roles and Responsibilities of Appraisal Committee

Members of the PERA-Evaluation Committee included the Co-President of the Mundelein Elementary Education Association and certified staff representing the teachers in the District along with Administration. The development process included ongoing communication with certified staff and professional development of both certified staff and administration in order to be able to implement the plan with fidelity and transparency.

The parties agree that the teacher evaluation process will be set forth in the District's PERA Handbook which will be established and maintained in accordance with the Illinois School Code as amended by the "Performance Evaluation Reform Act (PERA) of 2010."

There is a PERA committee that will meet annually to review the evaluation tool and make any necessary changes based on the previous year. The PERA committee will be made up of equal representation of MEEA and Administrators, a minimum group of 8, and will work in collaboration to create the evaluation process based on current school code.

Members of the PERA-Evaluation Committee

| | |
|------------------|-------------------------------------------------|
| Jackie Ewing | Grade 5 teacher & MEEA Co-President |
| Bryana Banks | Preschool Teacher |
| Lisa Green | Reading Specialist at MG |
| Juli Lucansky | Grade 2 teacher |
| Tim Schrank | Grade 6 teacher |
| Mark Pilut | Carl Sandburg Middle School Principal |
| Gabrielle Devlin | Teaching & Learning Coordinator |
| Jamie DiCarlo | Assistant Superintendent of Student Services |
| Ryan Zak | Director of Linguistic Programs |
| Sarah Cacciatore | Assistant Superintendent of Teaching & Learning |

SECTION 2: INTRODUCTION AND OVERVIEW OF DANIELSON FRAMEWORK

The *Mundelein Evaluation System* currently focuses on evidence collected from the 2013 Framework for Teaching Evaluation Instrument by Charlotte Danielson. The actions teachers can take to improve student learning are clearly identified in 22 components and 76 descriptive elements and fall under four domains:

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Domain 1 – Demonstrates effective planning and preparation for instruction through:</p> <ul style="list-style-type: none"> a. Knowledge of Content and Pedagogy b. Demonstrating Knowledge of Students c. Setting Instructional Outcomes d. Demonstrating Knowledge of Resources e. Designing Coherent Instruction f. Designing Student Assessments | <p>Domain 2 – Creates an environment conducive for learning by:</p> <ul style="list-style-type: none"> a. Creating an Environment of Respect and Rapport b. Establishing a Culture for Learning c. Managing Classroom Procedures d. Managing Student Behavior e. Organizing Physical Space |
| <p>Domain 4 – Demonstrates professionalism by:</p> <ul style="list-style-type: none"> a. Reflecting on Teaching b. Maintaining Accurate Records c. Communicating with Families d. Participating in a Professional Community e. Growing and Developing Professionally f. Showing Professionalism | <p>Domain 3 – Demonstrates effective instruction by:</p> <ul style="list-style-type: none"> a. Communicating with Students b. Using Questioning and Discussion Techniques c. Engaging Students in Learning d. Using Assessment in Instruction e. Demonstrating Flexibility and Responsiveness |

Under this evaluation plan, the professional teaching standards to which each teacher is expected to conform are set forth in Charlotte Danielson's *Framework for Teaching*. In addition to the teaching framework, frameworks are provided for:

| | |
|--------------------------------------------------------------------------------------|----------------------------------------------|
| Social Worker/ Counselor | Framework for School Counselor/Social Worker |
| Librarian/Media Specialist Discovery Den Teacher Library Resource Teacher | Framework for Library/Media Specialist |
| Speech-Language Teacher Occupational Therapist | Framework for Therapeutic Specialist |
| Instructional Coach Parent Coordinator (certified) Data Specialist (certified) | Framework for Instructional Specialist |
| School Psychologist | Framework for School Psychologist |

All of the Danielson Frameworks are organized around levels of performance that represent an educator's growth and development throughout his/her career. The Danielson model is focused on accountability for all aspects of the profession. Just as educators work to meet the needs of each student learner, this model addresses the needs of each individual certified staff member.

Framework for Teaching: Levels of Performance

These levels of performance are included in this plan to support teacher self-reflection, inform and structure professional conversations between teachers and evaluators, and suggest areas for further learning.

| | |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXCELLENT | Professional practice at the Excellent level is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. Practice at this level is at the highest level of expertise and commitment to student learning and individual and collaborative professional learning. |
| PROFICIENT | Professional practice at the Proficient level shows evidence of thorough knowledge of all aspects of the profession. This is successful, accomplished, professional and effective practice. Certified staff at this level thoroughly know their content, they know their students and colleagues, they know the curriculum, and they have a broad repertoire of strategies and activities to use with students and share with peers. |
| NEEDS IMPROVEMENT | Professional practice at the Needs Improvement Level shows evidence of knowledge and skills required to practice, but performance is inconsistent, which may be due to lack of experience, expertise, and/or commitment. This level is generally considered minimally competent for teachers early in their careers and in need of specific support in tenured years. |
| UNSATISFACTORY | Professional practice at the Unsatisfactory Level shows evidence of not understanding the concepts underlying the component of the <i>Framework for Teaching</i> or <i>Frameworks for Specialists</i> may represent practice that is harmful, and requires intervention. |

The PERA-Evaluation Committee recognized the role student growth and teacher value added can play in the evaluation process and included legislation enacted in the State of Illinois calling for student growth to be included in teacher evaluation by 2016.

Mundelein's Evaluation System is the foundation for professional conversations among educators as they enhance their teaching skills and become more thoughtful practitioners. The framework will integrate Mundelein's recruiting, hiring, mentoring, coaching, professional development, and teacher evaluation processes.

SECTION 3: PILLARS OF THE EVALUATION TOOL

Community Belief Statements (adjusted from PERA team 2016 and reaffirmed in 2022)

- We believe in maintaining a commitment to student growth.
- We believe in promoting collaboration to support district goals.
- We believe in creating a safe environment in which teachers can grow and effectively respond to our diverse population.

Procedural Guidelines

Use of the word “teacher”

Teacher refers to all certified staff members covered by the Agreement. All teachers are expected to perform all responsibilities in their respective job descriptions.

Timeline of Events

- **Written notification of Evaluator:** According to IL Administrative School Code, the notice must be given in electronic or paper form by the first day of student attendance or within 30 days after the date of hire of a teacher who starts after the beginning of the school term.
- **Completion of Teacher Evaluations:**
 - Non-tenure: March 15th or 60 school days before the end of the school year
 - Tenure: May 15th

SECTION 4: DEFINITION OF EVALUATION TERMS

Best Practices

Research based methods that are effective in improving student achievement.

Components

Distinct aspects of a Domain as defined by the Framework for Teaching.

Critical Attributes

Additional tools to support the understanding of teaching practice in order to assist in distinguishing across levels of performance. These are considered characteristics of teaching practice and are not evident in all situations at all times. Instead, they can be used as the “look for” and “listen for” in teaching practice.

Documentation

Evidence/information that supports or explains the Teacher’s work in each of the four Domains. See Evidence of Professional Practice definition.

Domains of Specialized Practice

Four main areas of effective specialized practice (Planning and Preparation, Environment, Delivery of Services, and Professional Responsibilities).

Domains of Teaching Practice

Four main areas of effective teaching practice (Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities).

Effective Teaching – Instructional practices that result in increased student growth, as defined in the practices outlined at the *proficient* and *excellent* levels of the *Mundelein Framework for Teaching*.

Evidence of Professional Practice

Evidence for professional practice shall be collected through both formal and informal observations. Additional evidence of practice may be considered in addition to the formal and informal observations as mutually agreed between the evaluator and the teacher.

1. Evidence of practice must be collected consistent with a rubric that is aligned to the District’s instructional framework.
2. Evaluators and their designees must create a record of evidence that is devoid of the evaluator’s judgment or presumption (personal bias).

3. The observer must share the evidence used and judgment made with the teacher in each formal observation conference.
4. The evidence used must link to the rubric, and the complete record of evidence must include evidence for each part of the instructional framework.
5. Evidence collection for the next evaluation cycle begins immediately after the previous evaluation cycle ends.
6. In addition to formal and informal observations, the administrator may consider relevant data in order to obtain a more accurate and broader view of all aspects of professional performance. Examples of data may include, but are not limited to:
 - a. Classroom newsletters, Progress Reports, Student products, Teacher products, Professional Logs, Reflection Sheets, Student Presentations, Student performances, Parent conferences, Collaborative Planning Tools, Teacher website, Student records
7. When personal feedback of individuals other than the administrator or the teacher is considered as evidence, any feedback must not be reflective of an isolated example of hearsay. The administrator will make an effort to pursue any negative feedback to determine if there is adequate foundation for the concern. The teacher will be given an opportunity to respond and/or correct as appropriate prior to the summative conference. The data collected through any method must be shared with the teacher during the evaluation process.

EFT

Danielson's Framework for Teaching

Learning Walks

Learning walks are an informal observation that allows for evidence-based collection of teaching/learning practice in relation to District professional development goals. Learning Walks are **NOT** part of the evaluation process. The learning walk is brief and not pre-scheduled.

Observation (Formal)

A formal observation includes a pre-observation conference, a formal observation of a complete lesson (a complete lesson may be an entire class period, or if agreed upon by the evaluator and evaluatee, observations may span over 2 (two) days), and a post-conference. Formal observations are pre-scheduled.

Observation (Informal)

Informal observations are required as part of the evaluation cycle. Informal observations will include the following: (1) are unannounced, (2) are between 10- 20 minutes, (3) have no pre-observation conference, (4) have optional post-observation conference as requested by the Teacher or Evaluator or both; and (5) include documentation of the observation provided to the Teacher within 24 hours. Informal observations are made in all professional work settings, including the classroom, team meetings, conferences, extra duty, etc. Informal observations are considered in determining the performance evaluation rating, provided it is documented in writing.

- Non-Tenured staff: One (1) informal observation is required each year
- Tenured staff having received a Proficient or Excellent summative rating: One (1) informal observation in years 1 and 2 of the Evaluation cycle
- Tenured staff having received a Needs Improvement or Unsatisfactory summative rating: Minimum of one (1) informal observation each year of Evaluation cycle

Pre-Observation Conference

Prior to the Pre-Observation conference, the lesson plan (Form 1) must be shared with the evaluator or designee. The Pre-Observation conference must precede a formal observation and include (1) a written lesson plan which references evidence of planning for lesson; (2) input by the Teacher regarding the focus of observation; and (3) a discussion of the lesson to be observed. Meeting takes place at least 1 day prior to the

scheduled observation and if rescheduled, is agreed upon by both evaluator and evaluatee in writing. The evaluator or designee shall discuss the lesson plan with the teacher. The evaluator or designee shall offer feedback and make recommendations, as applicable, about areas in which the teacher should focus during the observation.

Post-Observation Conference

Prior to the Post-Observation conference, the Post-Conference Reflection documents (Form 2 and Form 4) must be shared with the evaluator or designee. Within ten (10) school days of the observation, a Post-Observation conference must follow and include (1) the Evaluator and the Teacher discussing the evidence collected about the Teacher's professional practice; (2) the Evaluator providing specific feedback in writing; and (3) the Teacher being given the opportunity to reflect and respond to the evidence provided and give additional information/explanation if needed.

If the evaluator determines that the evidence collected to date may result in the teacher receiving either a "needs improvement" or "unsatisfactory" summative performance rating, then the qualified evaluator shall notify the teacher of that determination. A copy will be provided to the teacher.

Professional Development Plan (PDP)

Within thirty (30) school days of a summative rating of "needs improvement" or notification of a tenured teacher's non-compliance with the job description, the evaluator will develop the PDP in consultation with the teacher. The PDP will identify the specific areas of performance which need improvement. The plan for skill improvement in specific areas of the job description should be collaborative but may be directed by the evaluator. The evaluative process for this assistance will be based on principles of conscientious self-evaluation, mutual respect and confidentiality. The purpose of the PDP is to provide direct administrative support in order to ensure full development of the teacher's performance abilities. The PDP will support the district's expectation for complete development of a teacher's potential in all professional areas and it will take into account the teacher's regular teaching assignment and other ongoing professional responsibilities. The length of the Professional Development Plan will be no less than 60 school days and no more than 90 school days, as determined by the evaluator. (see Section 10 and Section 24 A-5 of the School Code) See Section 9 for additional information.

Qualified Evaluator

An individual who has completed the pre-qualification process and who has successfully passed the State-developed assessments specified to evaluate Teachers. Each qualified Evaluator shall maintain his/her qualification by completing the re-training required. In Mundelein, a qualified Evaluator is any administrator (see Section 24A-3 of the School Code). According to IL Administrative School Code, the notice must be given in electronic or paper form by the first day of student attendance or within 30 days after the date of hire of a teacher who starts after the beginning of the school term.

A designated administrator will be responsible for the performance assessment of all teachers assigned to them. In the case of an emergency an administrator may designate another qualified evaluator to conduct the observation in situations in which they cannot complete all of the observations, or the observations cannot be completed in a timely manner. If another qualified evaluator is designated, the administrator will notify the teacher as soon as possible so that a pre-observation conference can be scheduled with the new evaluator.

Other qualified district office administrators may provide input into this process in appropriate areas.

Remediation Plan

Within thirty (30) calendar days after an evaluation has been written resulting in a rating of unsatisfactory, the district shall develop and initiate a remediation plan designed to correct the areas identified as unsatisfactory, provided the deficiencies are deemed remediable. See Section 10 for additional information.

Specialist

Persons included in the following categories of Teacher: Librarians, Project Challenge Teacher, School Psychologists, Speech-Language Teachers, Therapist Positions, Interventionists, etc.

Student Assumption of Responsibility

Effective learning requires every individual to be highly engaged and invested in the endeavor (students and teacher). A high quality-learning environment can shift from being completely managed by the teacher to one in which students assume some responsibility. Students are encouraged to suggest instructional outcomes and evaluative criteria.

Student Growth Data

See details in Student Growth Section 12

Summative Conference & Report

The performance assessment process will culminate with a summative conference. The Summative Report, with supporting material, will be compiled and completed by the administrator. A copy will be provided to the teacher at the summative conference. The summative report will be signed by the teacher acknowledging receipt of the document. A teacher may submit comments to be filed with the summative report. Non-tenure summatives are due March 15th end of the school year and tenure teachers summatives are due no later than May 15th.

Written Notification

Document provided to each Teacher by the first day of school (or no later than thirty days after the contract is executed—but prior to the commencement of the evaluation process—if the Teacher is hired after the start of the school term): 1) Rating definitions and the method for determining the ratings; 2) Performance Evaluation rubric that is appropriate for the Teacher; and 3) the defined process for a Teacher who receives Needs improvement or Unsatisfactory.

SECTION 5: EVALUATION RATING SYSTEM

Operating Principles

Domain Ratings in Mundelein Evaluation System

- Each Component is given a point value
 - o Excellent = 4
 - o Proficient = 3
 - o Needs Improvement = 2
 - o Unsatisfactory = 1
- Each Domain is weighted 25%

Visual Example:

| Domain 2 for Teachers - Classroom Environment | | | | |
|-----------------------------------------------|----------------|-------------------|--------------------------------|-----------|
| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
| 2a | | | X = 3 | |
| 2b | | X = 2 | | |
| 2c | | | X = 3 | |
| 2d | | | X = 3 | |
| 2e | | | | X = 4 |
| Final Domain Rating | | | 15/5 = 3 Proficient | |

Overall Professional Practice Ratings in Mundelein Evaluation System

| Rating | Definition | Value |
|-------------------|--------------------------------------------------------------------------------------------|-------|
| Excellent | Average rating is 3.5 or higher AND no domain rated below proficient | 4 |
| Proficient | Average rating is 2.8 or higher AND no domain rated as needs improvement or unsatisfactory | 3 |
| Needs Improvement | Average rating below 2.8 AND no more than 1 component rated as unsatisfactory | 2 |
| Unsatisfactory | Average rating below 2.0 OR more than 1 component rated as unsatisfactory. | 1 |

Visual Example:

| Evidence Samples | | Domain Rating | Professional Practice Total | Student Growth | Student Growth Total | Overall Summative Rating |
|------------------|-----------------------------|---------------|-----------------------------|-----------------------------|-----------------------------|------------------------------------------------------------------------------------------------|
| OBS. 1 | Domains 1 2 3 4 | 50% | 70% of the Summative Rating | 50% Math Spanish Math | 30% of the Summative Rating | 70% Professional Practice + 30% Student Growth = 100% Overall Summative Rating |
| | OBS. 2 | | | Domains 1 2 3 4 | | |

See [Flow chart](#) to determine relationship between Domain Rating + Student Growth Rating

Combining Observation 1 and Observation 2

For anyone completing two or more formal observations - formal observations will be weighted in determining the final summative weighting. Each observation will be weighted equally. The average of the weighted ratings will determine the summative rating.

Scheduling Observations

The administrator will notify teachers at least one week prior to any planned formal observation unless there is mutual agreement between the teacher and administrator to do otherwise. For formal observations, teachers may invite administrators to observe a lesson of their choice during the evaluation period.

Step 1: Pre-Observation Conference (at least one (1) day prior to the scheduled observation and if rescheduled, is agreed upon by both evaluator and evaluatee in writing)

Step 2: Observation

Step 3: Post-Observation Conference (within ten (10) school days of the observation)

Step 4: Repeat steps 1-3, if non-tenured

Step 5: Summative evaluation Conference

Summative Conference & Report

The performance assessment process will culminate with a summative conference. The Summative Report, with supporting material, will be compiled and completed by the administrator. A copy will be provided to the teacher at the summative conference. The summative report will be signed by the teacher acknowledging receipt of the document. A teacher may submit comments to be filed with the summative report. Non-tenure summatives are due no later than March 15th of the current school year and tenure teachers summatives are due no later than May 15th.

The summative evaluation report will include:

1. A summative rating: Excellent, Proficient, Needs Improvement or Unsatisfactory
2. Evidence of Formal & Informal Observations
3. The Teacher Professional Practice Rating that includes a list of strengths and areas of growth discussed at the final conference and supporting reasons or evidence for the determination. See below.
 - a. Student Growth Rating
 - b. Record of Teacher Attendance

SECTION 6: NON-TENURED TEACHERS

- Each teacher will receive notification by **the first day of school** informing him/her as to the administrator who is assigned primary responsibility for her/his evaluation and what it will entail.
- Non-tenured teachers will be assessed on all rubrics each year. There will be two formal and one informal observation for non-tenured teachers. Summative evaluations must be completed by March 15th.
- Each teacher will submit (or be prepared to discuss) **Pre-Observation Conversation Questions** at the pre-observation conference.
- Each teacher will submit (or be prepared to discuss) **Post-Conference Conversation Questions** at the post-observation conference.
- Each teacher will submit a **Domain 4 Form** by **February 1**. These forms are intended to assist the process by allowing each teacher to describe his or her practice in relation to the Danielson Framework domains/components.
- Year 1 through 3* non-tenured teachers will be formally observed and evaluated at least two (2) times each year by the evaluator. *Only applicable for teachers hired after July 1, 2023.

A formal observation will include a pre-observation conference, observation, and post-observation conference. These will be completed by a mutually agreed upon date.

Additional observations may be completed by other teachers (such as the mentor teacher, grade level teacher, content area lead teacher, or trained peer observers) and/or other administrators. They may be completed at any time during the school year.

- A summative evaluation of the non-tenured teacher will be completed. The text of the narrative evaluation will reflect the teacher's strengths and areas of professional growth. A single summary rating of "excellent", "proficient", "needs improvement" or "unsatisfactory" will be given based on the teacher's performance as related to the components of the Danielson framework.

At each evaluation conference, the evaluator will share the written assessment of the teacher's performance. The teacher will have the opportunity to share additional information.

SECTION 7: PART-TIME TEACHERS

Teachers not in contractual continued service shall be evaluated at least once each school year. Part-time, non-tenured teachers who are working their first through fourth academic calendar year in the District will be evaluated on the Non-Tenured Teacher schedule.

Part-time, non-tenured teachers who are working five or more years in the District will be evaluated on the Tenured Teacher schedule. Part-Time, tenured teachers working years five or more will be evaluated on the Tenured Teachers schedule.

SECTION 8: TENURED TEACHERS, Rated Excellent or Proficient

- Each teacher will receive notification by **the first day of school** informing him/her as to the administrator who is assigned primary responsibility for her/his evaluation and what it will entail.
- Each teacher will submit a **Lesson Plan** at the pre-observation conference, and will submit a **Domain 4 Form** by **March 1**.
- Tenured Teachers will be on a three (3) year evaluation cycle that includes one formal and two informal observations. The data from all three observations will be used to determine the Summative Teacher Performance Rating.
- For Teachers rating Proficient or Excellent: 3 year cycle
 - a. Year 1: One (1) Informal Evaluation
 - b. Year 2: One (1) Informal Evaluation, One (1) Formal Evaluation & Summative Meeting
 - c. Year 3: Professional Growth Year using Summative feedback

Teachers may request additional observations by March 15th. Evaluators have the right and responsibility to conduct other observation(s) at their discretion.

- At the end of a teacher's "summative year," her/his performance will be rated either "excellent", "proficient", "needs improvement" or "unsatisfactory". Teachers whose performance is rated proficient or excellent will remain on the 3 year cycle and will participate in the evaluation process in "non-summative year" status the following year while working on their professional growth.
- A Teacher whose performance is rated "needs improvement" will be assigned to a Professional Development Plan (PDP) described in the following section. See Section 9.
- A teacher who is rated "unsatisfactory" will be placed on a Remediation Plan. See Section 10.
- Teachers who are due to be evaluated the year they are set to retire shall be offered the opportunity to waive their evaluation and retain their most recent rating, unless the teacher was last rated as "needs improvement" or "unsatisfactory". The District still reserves the right to evaluate the retiring teacher provided the District gives notice at least 14 days prior to the evaluation and a reason for evaluating the retiring teacher.

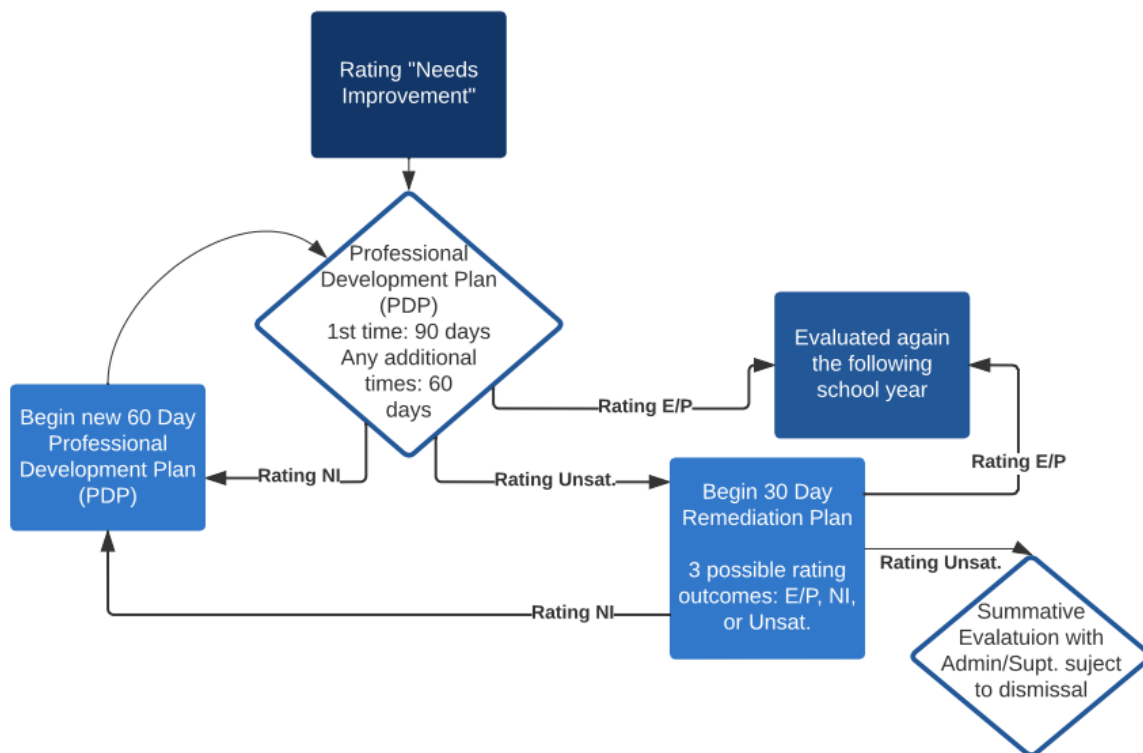
SECTION 9: TENURED TEACHERS, Rated Needs Improvement

Tenured teachers receiving a summative rating of Needs Improvement will follow the process for a Professional development plan (PDP).

Needs Improvement Process:

- Any tenured teacher receiving a Needs Improvement rating must complete a Professional Development Plan developed by the evaluator and must be evaluated by the evaluator. The teacher and the evaluator will meet to review the Professional Development Plan within 30 school days of the summative evaluation meeting in which the teacher received the Needs Improvement Rating. The Professional Development Plan will be no less than 60 school days and no more than 90 school days, as determined by the evaluator. If a teacher receives a Proficient or Excellent rating, the teacher will be evaluated again next school year.

- If a tenured teacher does not receive a proficient rating or better at the conclusion of the Professional Development Plan, the teacher will be placed on a remediation plan for thirty (30) school days. If at the conclusion of the remediation plan, the tenured teacher receives an unsatisfactory rating, the teacher will be subject to dismissal. If a teacher receives a Proficient or Excellent rating, the teacher will be evaluated again next school year.



SECTION 10: TENURED TEACHERS, Rated Unsatisfactory

Tenured teachers receiving a summative rating of Unsatisfactory will have the opportunity to follow the appeal process (see Section 11) prior to receiving a Remediation plan.

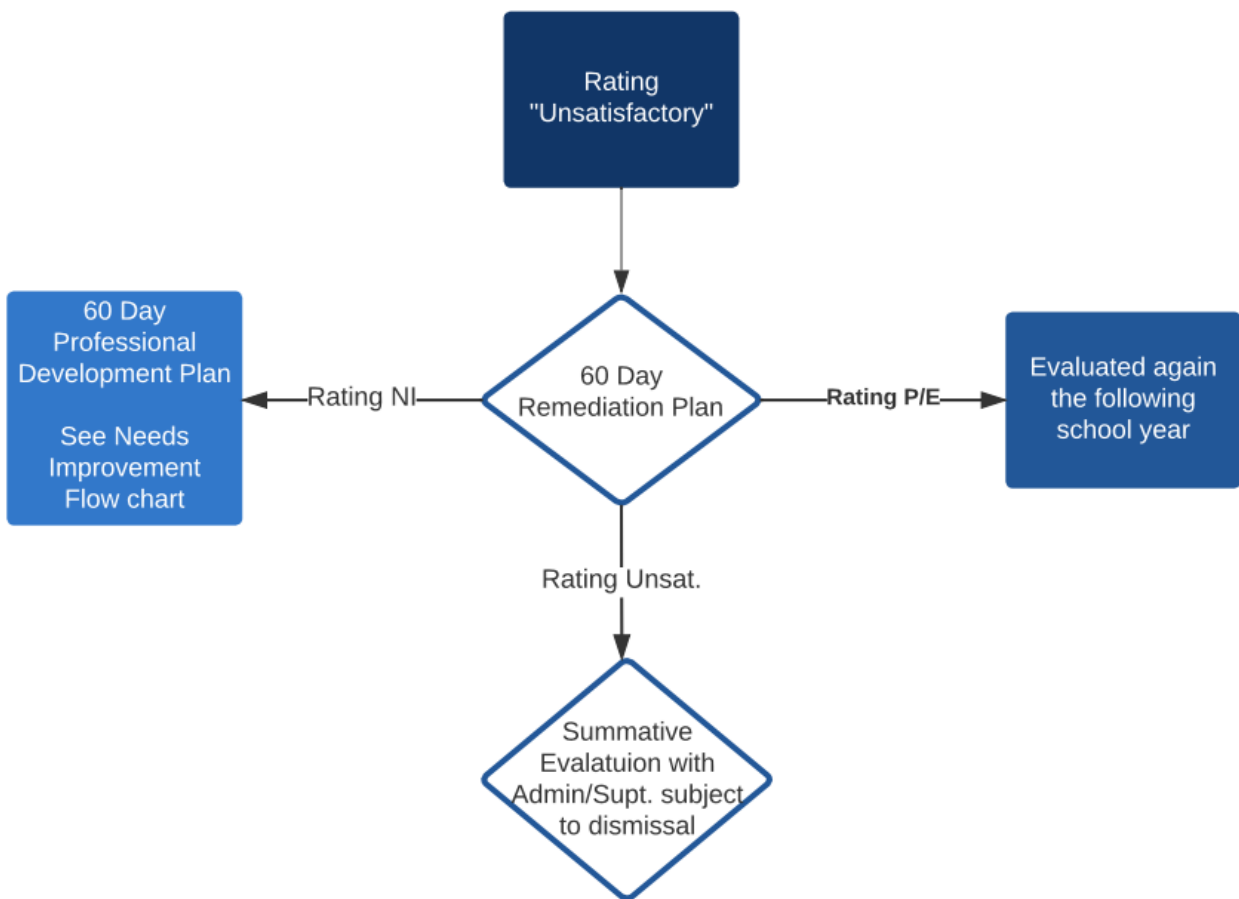
Remediation Process:

The remediation process will be consistent with Section 105 ILSC 5/24A-5 of the Illinois School Code and other applicable statutory and regulatory provisions including SB315 Performance Evaluation Reform Act of 2010 and SB7 School Reform Act of 2011.

- I. Any tenured teacher receiving an unsatisfactory summative rating must complete a remediation plan. Development and commencement of the remediation plan shall occur within 30 school days of the summative evaluation in which the teacher received an unsatisfactory rating. The remediation plan shall be in effect for 90 school days, unless the teacher first received a Needs Improvement rating and received an unsatisfactory rating in the school year following receipt of the Needs Improvement rating, then it shall be in effect for 30 school days. A teacher may receive an unsatisfactory rating without having first received a Needs Improvement rating. There will be a midpoint formal observation (i.e. day 45 or day 15) and final formal observation (i.e. day 15 or day 90) conducted by the evaluator during the remediation period.
- II. Participants in the remediation plan shall include the teacher under remediation, an administrator qualified to evaluate, and a consulting teacher in accordance with Section 105 ILSC 5/24A-5 of the

Illinois School Code. The remediation plan may include the participation of other personnel to assist in correcting the areas identified.

- III. The role of the consulting teacher is to provide advice to the remediating teacher in order to aid in successful completion of the remediation plan. Participation of the consulting teacher shall be voluntary. MEEA may, if it so chooses, supply a roster of qualified teachers from whom the consulting teacher is to be selected. The consulting teacher will be selected by the evaluator from the list provided by MEEA. When no consulting teacher is available in the district, the district shall request that the applicable regional office of education provide a qualified consulting teacher. If the consulting teacher becomes unavailable during the course of the remediation plan, a new consultant will be selected.
- IV. In order to assist in the identification of strategies to correct deficiencies noted in the evaluation process, the consulting teacher shall participate in the development of the remediation plan. The evaluator shall retain responsibility for the development of the final plan. The remediation plan may include the participation of other personnel to assist in correcting the areas identified. If the consulting teacher fails to fulfill his/her duties, it will not invalidate the remediation plan.
- V. The consulting teacher shall have the opportunity to communicate with the remediating teacher with respect to the successful completion of the plan. The consulting teacher shall not participate in any of the required evaluations, nor be engaged to evaluate the performance of the teacher. The consulting teacher shall be informed of the results of the evaluations through one or more conferences with the qualified evaluator and the remediating teacher in order to continue to provide assistance to the remediating teacher.
- VI. The evaluator will issue the final evaluation within ten (10) school days after the conclusion of the respective remediation plan. A summative conference will be held including the remediating teacher, consulting teacher (at the remediating teacher's request), the evaluator, and the Superintendent or designee.
- VII. If a teacher receives a Proficient or better rating, the teacher will be evaluated again in the next school year. If the summative evaluation is rated Needs Improvement or is Unsatisfactory, the Superintendent or designee will make a recommendation to the Board of Education to approve a notice of dismissal, per school code. (See flow chart below.)
- VIII. Failure to strictly comply with the timelines for the required evaluations because of events such as illness, leaves or other extenuating circumstances shall not invalidate the results of the remediation plan.
- IX. If a teacher successfully completes the remediation plan after receiving a rating of unsatisfactory and receives a subsequent rating of unsatisfactory within 36 months following the completion of the remediation plan, then the school district may forgo remediation and seek dismissal in accordance with subsection D of 24-12 or section 34-85 of school code.



SECTION 11: SUMMATIVE APPEAL PROCESS

Submission of the Appeal

In the event that a faculty member receives an overall summative evaluation rating of UNSATISFACTORY, he/she has the option to appeal said rating within five (5) school days from the date of the Summative Evaluation Meeting. The appeal shall be in writing to the superintendent and shall include the faculty member's rationale for disagreeing with the rating including:

- specific indicators that the faculty member is submitting for review,
- specific evidence from the observation,
- and/or specific errors on the primary evaluator's part which the faculty member believes warrant a different rating.

Examples of specific indicators may include but are not limited to: a domain rating from a formal observation, feedback gathered from an informal observation, student growth data analysis, lack of evidence included within the post-observation. Sentence stems may read as...

- I take issue with Domain ____ (number and/or letter).
- Here is my evidence:
- This evaluation should warrant a rating of ____ because ____.

Creation of the Panel

The Summative Rating Appeals (SRA) Panel will be comprised of four (4) members.*

- Two (2) members of the District 75 Administrative team, and
- Two (2) members of the MEEA comprised as follows:
 - One (1) member of the MEEA Executive Board, and
 - One (1) Tenured MEEA member, preferably a person who has knowledge or experience with a similar position

*Neither the faculty member rated unsatisfactory nor the evaluator of the faculty member may serve on the panel.

Selection of Panel Participants

- The two (2) MEEA members will be determined by MEEA Presidents and the Vice President in consultation with the person filing the appeal.
- The two (2) members of the Administrative team will be determined by the Superintendent or Assistant Superintendent. The Superintendent will not serve on the Panel.

Panel's Purpose

The panel will review all evaluation documents for that evaluation cycle and the faculty member's letter of appeal. The panel will meet to discuss and deliberate over those documents. The panel may interview witnesses. Those who may be interviewed include, but are not limited to, the immediate supervisor, any administrator who collected evidence affecting the rating, the faculty member who has appealed their rating, and any staff member who has worked with the faculty member and has first-hand knowledge of their performance.

Panel's Determination

The SRA Panel will vote by secret ballot to either confirm the "Unsatisfactory" rating or nullify the "Unsatisfactory" rating.

- A simple majority vote is sufficient.
- Should the vote result in a tie, the panel will meet with the Superintendent, review the evidence collected, and the superintendent will cast the deciding vote.

If the panel votes to nullify the "Unsatisfactory" rating, a formal letter signed by the members of the panel will be written to the faculty member that nullifies the "Unsatisfactory" rating. The summative evaluation will then be remanded back to the faculty member's evaluator to be re-rated based on the evidence and information collected by the panel with an explanation for the decision. The panel Administrators will confer with the original evaluator to determine the updated rating.

If the panel votes to confirm the "Unsatisfactory" rating, a formal letter signed by the members of the panel will be written to the faculty member that outlines the decision confirming the rating, providing evidence where necessary. See the PERA-Evaluation Handbook for next steps related to the "Unsatisfactory" rating remediation plan.

Appeal Timeline

The entire summative appeals process starting the day the appeal is filed until the panel issues their determination will take no more than fifteen (15) school days unless mutually agreed upon between the administration and the MEEA. All efforts will be made to conduct the appeals business within the teacher's contractual day.

SECTION 12: STUDENT GROWTH COMPONENT WITHIN EVALUATION

The Performance Evaluation Reform Act (PERA) (Senate Bill 315; Public Act 96-0861) was passed by the Illinois General Assembly and signed by the Governor in January 2010. Section 50.110 of the Administrative School Code, subchapter b, identifies the requirements of the joint committee in determining the student growth component of the teacher evaluation system.

- The PERA Joint Committee met and changed how teacher evaluation ratings are calculated, i.e. the student growth component is now 30% of all teacher summative ratings, regardless of the teacher's professional practice rating.
- To calculate the Student Growth Rating: District provided universal screener (for example, Renaissance STAR360). Using the Consolidated Assessment Proficiency Report, students with a Student Growth Percentile (SGP) at/above 50%tile in the current school year of the assessment administration window.

| Districtwide Data SGP | Excellent | Proficient | Needs Improvement | Unsatisfactory |
|-----------------------|-----------|------------|-------------------|----------------|
| Proficiency Scale | 99-71% | 70-41% | 40-21% | 20-0% |

- Assessments utilized in Student Growth Rating:
 - Reading (English) score & Reading (Spanish) score will be averaged together to create 1 Overall District reading score
 - Math (English) will be used to create District math score

Below are the decisions determined in order to meet the state requirement:

Combining Student Growth and Professional Practice

- Student Growth 30% and Professional Practice 70%
- Local Growth Model provided by STAR will be used to calculate Student Growth

| Rating Formula | | Professional Practice (Danielson) 70% | | | |
|-------------------------|-----------------------------------|---------------------------------------|----------------------------|--------------------------------|---------------------------|
| | | Excellent* (4.0-3.5) | Proficient** (3.49-2.8) | Needs Improvement (2.7-2.0) | Unsatisfactory (1.9-0) |
| Student Growth (30%) | Excellent (99-71%tile) | Excellent | Proficient | Proficient | Needs Improvement |
| | Proficient (70-41%tile) | Excellent | Proficient | Needs Improvement | Needs Improvement |
| | Needs Improvement (40-21%tile) | Proficient | Proficient | Needs Improvement | Unsatisfactory |
| | Unsatisfactory (20-0%tile) | Proficient | Needs Improvement | Needs Improvement | Unsatisfactory |

*No Domain below proficient

**No Domain below needs improvement

SECTION 13: TENURE ACCRUAL

A teacher first employed on a full-time basis after the school district's PERA implementation date may accrue tenure in 1 of 3 ways:

1. After completing four (4) consecutive school terms of service in which the teacher receives an overall annual summative evaluation rating of "Proficient" or "Excellent" in the last school term and at least a rating of "Proficient" or "Excellent" in either of the teacher's 2nd or 3rd school term of service to the District.
 - a. Note: A teacher that does not meet these required performance standards must be dismissed, listing specific reasons, and the Board action and notice to the teacher must occur at least 45 calendar days before the end of the school term.
2. After completing three (3) consecutive school terms of service in which the teacher receives three (3) overall annual summative evaluation ratings of "Excellent".
3. After completing two (2) consecutive school terms of service in which the teacher receives two (2) overall annual summative evaluation ratings of "Excellent", but only if the teacher:
 - a. Previously attained tenure in a different Illinois school/program; and
 - b. Voluntarily left or was part of a reduction in force (RIF) from the prior Illinois school/program in the school term immediately prior to the teacher's employment with the District; and
 - c. Received a rating of "Proficient" or "Excellent" on the two (2) most recent overall annual or biennial performance evaluations from the prior Illinois school/program, with both ratings occurring after the prior school/program's PERA implementation date.
 - i. Note: The teacher must provide official copies of the two (2) ratings from the prior Illinois school/program to the District within 60 days of the teacher's first day of service to the District.

SECTION 13: TENURE ACCRUAL

A teacher first employed on a full-time basis after the school district's PERA implementation date may accrue tenure in 1 of 2 ways:

1. After completing three (3) consecutive school terms of service in which the teacher receives an overall annual summative evaluation rating of "Proficient" or "Excellent" and at least a rating of "Proficient" or "Excellent" in the teacher's 2nd and 3rd school term of service to the District.
 - a. Note: A teacher that does not meet these required performance standards must be dismissed, listing specific reasons, and the Board action and notice to the teacher must occur at least 45 calendar days before the end of the school term.
2. After completing two (2) consecutive school terms of service in which the teacher receives two (2) overall annual summative evaluation ratings of "Excellent".

SECTION 14: FRAMEWORKS for TEACHING (FfT)

The Framework for Teaching (2013 - Danielson)

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

Rubric utilized with the following certified staff groups:

- Classroom Teacher, Reading Specialist, English Learner Teacher, Interventionist, Special Education Teacher, Project Challenge Teacher

The Framework for Instructional Specialist (2007- Danielson)

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| <p style="text-align: center;">Domain 1 - Planning and Preparation</p> <p>1a: Demonstrating knowledge of current trends in specialty area and professional development</p> <p>1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering the program</p> <p>1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served</p> <p>1d: Demonstrating knowledge of resource, both within and beyond the school and district</p> <p>1e: Planning the instructional support program, integrated with the overall school program</p> <p>1f: Developing a plan to evaluate the instructional support program</p> | <p style="text-align: center;">Domain 2 – The Environment</p> <p>2a: Creating an environment of trust and respect</p> <p>2b: Establishing a culture of ongoing instructional improvement</p> <p>2c: Establishing clear procedures for teachers and gain access to instructional support</p> <p>2d: Establishing and maintaining norms of behavior for professional interactions</p> <p>2e: Organizing physical space for workshops and training</p> |
| <p style="text-align: center;">Domain 4 – Professional Responsibilities</p> <p>4a: Reflecting on practice</p> <p>4b: Preparing and submitting budgets and reports</p> <p>4c: Communicating with larger community</p> <p>4d: Participating in a professional learning community</p> <p>4e: Growing and changing professionally</p> <p>4f: Showing professionalism, including integrity and confidentiality</p> | <p style="text-align: center;">Domain 3 - Delivery of Service</p> <p>3a: Collaborating with teachers in the design of instructional units and lessons</p> <p>3b: Engaging teachers in learning new instructional skills</p> <p>3c: Sharing expertise with staff</p> <p>3d: Locating resources for teachers to support instructional improvement</p> <p>3e: Demonstrating flexibility and responsiveness</p> |

Rubric utilized with the following certified staff groups:

- Instructional Coach, ~~Data Specialist~~, Certified Parent Coordinator

The Framework for Library/Media Specialist (2007 - Danielson)

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| <p style="text-align: center;">Domain 1 - Planning and Preparation</p> <p>1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology</p> <p>1b: Demonstrating knowledge of the school's program and student information needs within that program</p> <p>1c: Establishing goals for the library/media program appropriate to the setting and the students served</p> <p>1d: Demonstrating knowledge of resource, both within and beyond the school and district and access to such resources as interlibrary loan</p> <p>1e: Planning the library/media program, integrated with the overall school program</p> <p>1f: Developing a plan to evaluate the library/media program</p> | <p style="text-align: center;">Domain 2 – The Environment</p> <p>2a: Creating an Environment of respect and rapport</p> <p>2b: Establishing a culture for investigation and love of literature</p> <p>2c: Establishing and maintaining library procedures</p> <p>2d: Managing student behavior</p> <p>2e: Organizing physical space to enable smooth flow</p> |
| <p style="text-align: center;">Domain 4 – Professional Responsibilities</p> <p>4a: Reflecting on practice</p> <p>4b: Preparing and submitting budgets and reports</p> <p>4c: Coordinating work with other instructional specialists</p> <p>4d: Participating in a professional learning community</p> <p>4e: Engaging in professional development</p> <p>4f: Showing professionalism, including integrity and confidentiality</p> | <p style="text-align: center;">Domain 3 - Delivery of Service</p> <p>3a: Maintaining and extending the library collection in accordance with the school's needs and within the budget limitations</p> <p>3b: Collaborating with teachers in the design of instructional units and lessons</p> <p>3c: Engaging students in enjoying literature and in learning information skills</p> <p>3d: Assisting students and teachers in the use of technology in library/media center</p> <p>3e: Demonstrating flexibility and responsiveness</p> |

Rubric utilized with the following certified staff groups:

- Librarian/Media Specialist, Discovery Den Teacher, Library Resource Teacher

The Framework for School Counselor/Social Worker (2007- Danielson)

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| <p style="text-align: center;">Domain 1 - Planning and Preparation</p> <p>1a: Demonstrating knowledge of counseling theory and techniques</p> <p>1b: Demonstrating knowledge of child and adolescent development</p> <p>1c: Establishing goals for the counseling program appropriate to the setting and the students served</p> <p>1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</p> <p>1e: Planning the counseling support program, integrated with the regular school program</p> <p>1f: Developing a plan to evaluate the counseling program</p> | <p style="text-align: center;">Domain 2 – The Environment</p> <p>2a: Creating an environment of respect and rapport</p> <p>2b: Establishing a culture for productive communication</p> <p>2c: Managing routines and procedures</p> <p>2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school</p> <p>2e: Organizing physical space</p> |
| <p style="text-align: center;">Domain 4 – Professional Responsibilities</p> <p>4a: Reflecting on practice</p> <p>4b: Preparing and submitting them in timely fashion</p> <p>4c: Communicating with families</p> <p>4d: Participating in a professional learning community</p> <p>4e: Engaging in professional development</p> <p>4f: Showing professionalism</p> | <p style="text-align: center;">Domain 3 - Delivery of Service</p> <p>3a: Assessing student needs</p> <p>3b: Assisting students and teachers in the formulation of academic, personal/social and career plans, based on the knowledge of student's needs</p> <p>3c: Using counseling techniques in individual and classroom programs</p> <p>3d: Brokering resources to meet needs</p> <p>3e: Demonstrating flexibility and responsiveness</p> |

Rubric utilized with the following certified staff groups:

- Social Worker, Counselor

The Framework for School Psychologist (2007-Danielson)

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| <p style="text-align: center;">Domain 1 - Planning and Preparation</p> <p>1a: Demonstrating knowledge and skill using psychological instruments to evaluate students</p> <p>1b: Demonstrating knowledge of child and adolescent development and psychopathology</p> <p>1c: Establishing goals for the psychology program appropriate to the setting and the students served</p> <p>1d: Demonstrating knowledge of the state and federal regulations and of resources both within and beyond the school and district</p> <p>1e: Planning the psychology program, integrated with the regular school program to meet the needs of individual students and including prevention</p> <p>1f: Developing a plan to evaluate the psychology program</p> | <p style="text-align: center;">Domain 2 – The Environment</p> <p>2a: Creating an Environment of respect and rapport</p> <p>2b: Establishing a culture of positive mental health throughout the school</p> <p>2c: Establishing and maintaining clear procedures for referrals</p> <p>2d: Establishing standards of conduct in the testing center</p> <p>2e: Organizing physical space for testing of students and storage of materials</p> |
| <p style="text-align: center;">Domain 4 – Professional Responsibilities</p> <p>4a: Reflecting on practice</p> <p>4b: Communicating with families</p> <p>4c: Maintaining accurate records</p> <p>4d: Participating in a professional learning community</p> <p>4e: Engaging in professional development</p> <p>4f: Showing professionalism</p> | <p style="text-align: center;">Domain 3 - Delivery of Service</p> <p>3a: Responding to referrals, consulting with teachers and administrators</p> <p>3b: Evaluation student needs in compliance with National Association of School Psychologists (NASP) guidelines</p> <p>3c: Chairing evaluation team</p> <p>3d: Planning interventions to maximize students' likelihood of success</p> <p>3e: Maintaining contact with physicians and community mental health service providers</p> <p>3f: Demonstrating flexibility and responsiveness</p> |

Rubric utilized with the following certified staff groups:

- School Psychologist

The Framework for Therapeutic Specialist (2007-Danielson)

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| <p style="text-align: center;">Domain 1 - Planning and Preparation</p> <p>1a: Demonstrating knowledge and skill in the specialist's therapy area; holding the relevant certificate or license</p> <p>1b: Establishing goals for the therapy program appropriate to the setting and the student served</p> <p>1c: Demonstrating knowledge of district, state and federal regulations and guidelines</p> <p>1d: Demonstrating knowledge of resources both within and beyond the school and district</p> <p>1e: Planning the therapy program, integrated within the regular school program to meet the needs of individual students</p> <p>1f: Developing a plan to evaluate the therapy program</p> | <p style="text-align: center;">Domain 2 – The Environment</p> <p>2a: Establishing rapport with students</p> <p>2b: Organizing time effectively</p> <p>2c: Establishing and maintaining clear procedures for referrals</p> <p>2d: Establishing standards of conduct in the treatment center</p> <p>2e: Organizing physical space for testing of students and providing therapy</p> |
| <p style="text-align: center;">Domain 4 – Professional Responsibilities</p> <p>4a: Reflecting on practice</p> <p>4b: Collaborating with teachers and administrators</p> <p>4c: Maintaining effective data management system</p> <p>4d: Participating in a professional learning community</p> <p>4e: Engaging in professional development</p> <p>4f: Showing professionalism, including integrity, advocacy and maintaining confidentiality</p> | <p style="text-align: center;">Domain 3 - Delivery of Service</p> <p>3a: Responding to referrals and evaluating student needs</p> <p>3b: Developing and implementing treatment plans to maximize students' success</p> <p>3c: Communicating with families</p> <p>3d: Collecting information and writing reports</p> <p>3e: Demonstrating flexibility and responsiveness</p> |

Rubric utilized with the following certified staff groups:

- Speech-Language Teacher, Occupational Therapist

SECTION 15: ADDITIONAL INFORMATION

Resource List

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| PART 50 EVALUATION OF EDUCATOR LICENSED EMPLOYEES UNDER ARTICLES 24A AND 34 OF THE SCHOOL CODE | https://www.ilga.gov/commission/jcar/admincode/023/023000500B01000R.html |
| School code link | https://www.ilga.gov/legislation/ilcs/fulltext.asp?DocName=010500050K24A-5 |
| | |

Topics for Committee to review on an annual basis

- Student Assessments used for student growth
- Assessment Data used for student growth
- PERA Handbook and Implementation Process

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Teacher Evaluation System



FORMS

Form 1: D75 Lesson Plan: Pre-Observation Form

Danielson Aligned Lesson Plan Template for Formal Observations

Practitioner:

Evaluator:

Date of Pre-conference:

Date of Observation:

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| Primary Subject Area and Grade Level: <i>List the primary content area for this lesson. List the beginning and ending grade levels for which this lesson is appropriate.</i> | |
| Interdisciplinary Connections: <i>Provide a listing of the subject area(s), in addition to the primary subject area that is incorporated in this lesson.</i> | 1a: Demonstrating Knowledge of Content and Pedagogy |
| Lesson Duration: <i>State the approximate time frame for this lesson (minimum of 45 minutes or class period)</i> | 1e: Designing Coherent Instruction |
| Relevance/Rationale: <i>Consider how your outcomes and plan will engage students cognitively and build understanding. Why are the lesson outcomes important in the real world? How is this lesson relevant to students in this class (interests, cultural heritages, needs)?</i> | 1b: Demonstrating Knowledge of Students |
| Outcomes/Objectives: <i>What will students know and be able to do as a result of this lesson? Outcomes should be written in the form of student learning and suggest viable methods of assessment. For teachers of English language learners: What language objectives will be addressed?</i> | 1c: Setting Instructional Outcomes |
| Content Standard(s): <i>List the priority standards addressed in this lesson.</i> | 1c: Setting Instructional Outcomes |
| Use of Formative Assessment to Inform Planning: <i>Describe your student's current levels of understanding of the content related to the outcome for this lesson. What are some of the indicators that let you know that these outcomes and the lesson activities represent the appropriate amount of cognitive challenge for all students?</i> | 1f: Designing Student Assessments |
| Class Information: <i>Describe any unique characteristics of the class (considerations may include: special needs, language levels, learning styles, etc.). Describe how other adults (paraprofessionals, volunteers, co-teachers, resource teachers, etc.) will support student learning, if applicable. Also include any other circumstances an observer should know about.</i> | 1b: Knowledge of Students |
| Culture for Learning: <i>How will you demonstrate an effective culture for learning during the observation?</i> | 2b: Establishing a Culture for Learning |
| Overview: <i>Provide a brief overview of the lesson. The overview should provide the observer with a description of the lesson's content and how it relates to the larger unit. Include prerequisite knowledge required to meet lesson outcomes and relationship to future learning.</i> | 1a: Demonstrating Knowledge of Content and Pedagogy |
| Technologies and Other Materials /Resources: <i>List all materials, handouts, resources, and technology tools that are needed by the student or the teacher to execute the lesson. Technologies may include hardware, software, and</i> | |

websites, etc. Materials and resources may include physical resources (e.g. books, manipulatives, supplies, equipment, etc.) and/or people resources (e.g. guest speakers, librarian, etc.).

1d: Demonstrating Knowledge of Resources

Grouping Strategy: Describe how you will group students to facilitate learning of the outcomes of this lesson. What is the rationale for the grouping strategy?

1e: Designing Coherent Instruction

Academic Vocabulary: What key terms are essential to this content? What terms are essential to develop and extend students' vocabulary?

1a: Knowledge of Content and Pedagogy; 1b: Knowledge of Students

Lesson Procedures: The procedures should clearly describe the sequence of learning activities and should identify where and how all materials, technology tools and student-created technology products, and reproducible materials/handouts are utilized in the lesson. Describe the lesson sequence:

- How will the lesson launch?
- How will the material be presented?
- What questions will be posed to the students? What are the expected responses?
- How and when will the teacher model?
- What opportunities will there be for guided practice, group work and individual practice?
- How and when will you monitor student understanding throughout the lesson?
- What opportunities will there be for reflection and closure?

Include approximate time allocations for each portion of the lesson. Be very precise when explaining the teacher and student tasks during the learning activities.

1a: Demonstrating Knowledge of Content and Pedagogy; 1e: Designing Coherent Instruction

Differentiation: Describe how you will differentiate instruction for a variety of learners, including students with special needs, English Language Learners, and high achieving students to ensure that all students have access to and are able to engage appropriately in this lesson. Be specific.

1e: Designing Coherent Instruction

Assessment Criteria for Success:

- How and when will you assess student learning throughout the lesson (formative)?
- How will you and your students know if they have successfully met the outcomes?
- What is the criteria for mastery of the lesson outcome(s)?
- Describe any (formative and summative) assessments to be used.

1f: Designing Student Assessments

Anticipated Difficulties: What difficulties or possible misunderstanding do you anticipate that students may encounter? How will you prevent them from occurring?

1a: Demonstrating Knowledge of Content and Pedagogy

Reflections: List at least three questions you will ask yourself **after** the lesson is taught.

4a: Reflecting on Teaching

Form 2: Post-Observation Conversation Questions

Post-Conference Form

***(completed prior to post-observation conference)**

Practitioner:

Evaluator:

Please share the following documents with your evaluator prior to your post-observation conference:

- Completed Post-Observation Conference Form (Form 2)
 - Certified Staff, years 1-3: Complete Form 4 for each Post-conference
 - Certified Staff, years 4+: Complete Form 4 for the first Post-conference
- Any other artifacts you would like to discuss with your evaluator

1. Did the students learn what you intended for them to learn? How do you know? [3d]
2. Comment on your classroom procedures and student conduct. To what extent did these contribute to student learning? [2c, 2d]
3. Did you depart from your original lesson plan? If so, how and why?
4. Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials, and resources) To what extent were they effective? [3c]
5. Reflect on your questioning techniques. Which ones were most effective and which would you adjust for a future lesson? [3b]
6. Did the students consistently understand your directions, procedures, and explanations during the lesson? Did students contribute to the discussion by explaining concepts to their classmates?
7. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

Form 3: Domain 4 Form

Directions: Prior to completing this form, please review Critical Attributes associated with Domain 4. This is one piece of evidence in addition to evidence collected by Evaluator in their ability to provide feedback related to Domain 4 components.

Name:

Evaluator:

1. List any extracurricular duties, club sponsorships, committee memberships, articulation meetings (ex. In-district, out-of-district), grant applications, and organization of any guest speakers or class trips you participated in during the school year. (Domain 4d, 4e)
2. List any graduate work, professional workshops, seminars, etc. that you attended or taught during the school year. (Domain 4d, 4e)
3. List the ways you provide communication with families, students, and colleagues throughout the school year. (Domain 4c, 4f)
4. How did these activities and events help you grow as an educator this school year? What changes did you make in your practice based on this new knowledge? (Domain 4a, 4e, 4f)
5. List the ways that you maintain records of your students' growth and progress. (Domain 4b)

Form 4: FFT Rubrics

| Domain 1 for Teachers: <i>Planning and Preparation</i> | | | | |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
| 1a Demonstrating Knowledge of Content and Pedagogy | In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. | The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. | The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. | The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions. |
| 1b Demonstrating Knowledge of Students | The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable. | The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole. | The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. | The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. |
| 1c Setting Instructional Outcomes | The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. | Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class. | Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students | All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students. |
| 1d Demonstrating Knowledge of Resources | The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill. | The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge. | The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources. | The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. |

Domain 1 for Teachers: *Planning and Preparation- continued*

| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| 1e Designing Coherent Instruction | Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety. | Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations. | Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups. | The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice. |
| 1f Designing Student Assessments | Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit. | Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes. | All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. | All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. |

Domain 2 for Teachers: *Classroom Environment*

| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| 2a Creating an Environment of Respect and Rapport | Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior. | Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks. | Classroom interactions between teacher and students and among 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 is an environment where all students feel valued and are comfortable taking intellectual risks. |
| 2b Establishing a Culture for Learning | The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students. | The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject. | The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language. | The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language. |
| 2c Managing Classroom Procedures | Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines. | Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines. | There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines. | Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. |

Domain 2 for Teachers: *Classroom Environment - Continued*

| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| 2d Managing Student Behavior | <p>There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.</p> | <p>Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> | <p>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.</p> | <p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p> |
| 2e Organizing Physical Space | <p>The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p> | <p>The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</p> | <p>The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.</p> | <p>The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including 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.</p> |

| Domain 3 for Teachers: <i>Instruction</i> | | | | |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
| 3a Communicating with Students | The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. | The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary. | The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding. | The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary. |
| 3b Using Questioning and Discussion Techniques | The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion. | The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results. | While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. | The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. |
| 3c Engaging Students in Learning | The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. | The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime." | The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable for the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. | Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding. |

Domain 3 for Teachers: *Instruction - continued*

| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| <p>3d Using Assessment in Instruction</p> | <p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.</p> | <p>Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p> | <p>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</p> | <p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.</p> |
| <p>3e Demonstrating Flexibility and Responsiveness</p> | <p>The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.</p> | <p>The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p> | <p>The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p> | <p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.</p> |

Domain 4 for Teachers: Professional Responsibilities

| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| 4a Reflection on Teaching | The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved. | The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved. | The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught. | The 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, the teacher offers specific alternative actions, complete with the probable success of different courses of action. |
| 4b Maintaining Accurate Records | The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, the result being errors and confusion. | The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors. | The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. | The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records. |
| 4c Communicating with Families | The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns. | The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families. | The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program. | The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful. |
| 4d Participating in a Professional Community | The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects. | The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked. | The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. | The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life. |

.Domain 4 for Teachers: Professional Responsibilities-continued

| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| <p>4e Growing and Developing Professionally</p> | <p>The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p> | <p>The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.</p> | <p>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p> | <p>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</p> |
| <p>4f Showing Professionalism</p> | <p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.</p> | <p>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</p> | <p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision-making. The teacher complies fully with school and district regulations.</p> | <p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p> |

Form 5: Critical Attributes & Possible Examples

| Danielson's Component Elements and Indicators: | Danielson's 2013 Evaluation Instrument Critical Attributes & Possible Examples | | | |
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| Domain 1 Planning & Preparation | Unsatisfactory | Needs Improvement | Proficient | Excellent |
| <p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy <p>1a: Indicators for Domain</p> <ul style="list-style-type: none"> • Lesson and unit plans that reflect important concepts in the discipline • Lesson and unit plans that accommodate prerequisite relationships among concepts and skills • Clear and accurate classroom explanations • Accurate answers to Ss' questions Feedback to students that furthers learning • Interdisciplinary connections in plans and practices | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • T makes content errors • T does not consider prerequisite relationships when planning • T's plans use inappropriate strategies for the discipline <p>Possible Examples:</p> <ul style="list-style-type: none"> • T says "The official language of Brazil is Spanish, just like other South American countries." • T says "I don't understand why the math book has decimals in the same unit as fractions." • T has his Ss copy dictionary definitions each week to help them learn to spell difficult words • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • T's understanding of the discipline is rudimentary • T's knowledge of prerequisite relationships is inaccurate or incomplete • Lesson and unit plans are limited instructional strategies, and some are not suitable content <p>Possible Examples:</p> <ul style="list-style-type: none"> • T plans lessons on area and perimeter independently of one another, without linking the concepts together • T plans to forge ahead with a lesson on addition with regrouping, even though some Ss have not fully grasped place value • T always plans the same routine to study spelling: pretest on Monday, copy the words five times on Tuesday and Wednesday, test on Friday • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • T can identify important concepts of the discipline and their relationship to one another • T provides clear explanations of the content • T answers Ss' questions accurately and provides feedback that furthers their learning • Instructional strategies in unit and lesson plans are entirely suitable to the content <p>Possible Examples:</p> <ul style="list-style-type: none"> • T's plans for area and perimeter invites Ss to determine the shape that will yield the largest area for a given perimeter • T has realized her Ss are not sure how to use a compass, and so she plans to have them practice that skill before introducing the activity on angle measurement • T plans to expand a unit on civics by having S simulate a court trial • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • T cites intra- and interdisciplinary content relationships • T's plans demonstrate awareness of possible student misconceptions and how they can be addressed • T's plans reflect recent developments in content-related pedagogy <p>Possible Examples:</p> <ul style="list-style-type: none"> • In a unit on 19th-century literature, the T incorporates information about the history of the same period • Before beginning a unit on the solar system, the T surveys the Ss on their beliefs about why it is hotter in the summer than the winter • And others... |

| Domain 1 Planning & Preparation | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| <p>1b: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs <p>1b: Indicators for Domain</p> <ul style="list-style-type: none"> • Formal and informal information about students gathered by the teacher for use in planning instruction • S interests and needs learned by the T for use in planning • T participation in community cultural events • T-designed opportunities for families to share their heritages • Database of Ss with special needs | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • T does not understand child development characteristics and has unrealistic expectations for Ss • T does not try to ascertain varied ability levels among Ss in the class • T is not aware of S's interests or cultural heritages • T takes no responsibility to learn about S's medical or learning disabilities <p>Possible Examples:</p> <ul style="list-style-type: none"> • The lesson plan includes a T presentation for an entire 30-minute period to a group of 7-year olds • T plans to give her ELL S's the same writing assignment she gives the rest of the class • T plans to teach his class Christmas carols, despite the fact that he has four religions represented among his Ss • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • T cites developmental theory but does not seek to integrate it into lesson planning • T is aware of the different ability levels in the class but tends to teach to the "whole group" • T recognizes that Ss have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences • T is aware of medical issues and learning disabilities with some Ss but does not seek to understand the implications of that knowledge <p>Possible Examples:</p> <ul style="list-style-type: none"> • T's lesson plan has the same assignment for the entire class in spite of the fact that one activity is beyond the reach of some students • In the unit on Mexico, the T has not incorporated perspectives from the three Mexican-American children in the class • Lesson plans make only peripheral reference to S's interest • T know that some of her Ss have IEPs, but they're so long that she hasn't read them yet • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • T knows, for groups of Ss, their levels of cognitive development • T is aware of the different cultural groups in the class • T has a good idea of the range of interests of Ss in the class • T has identified "high," "medium," and "low" groups of Ss within the class • T is well informed about Ss' cultural heritages and incorporates this knowledge in lesson planning • T is aware of the special needs represented by Ss in the class <p>Possible Examples:</p> <ul style="list-style-type: none"> • T creates an assessment of Ss' levels of cognitive development • T examines previous years' cumulative folders to ascertain the proficiency levels of groups of Ss in the class • T administers a S interest survey at the beginning of the school year • T plans activities using his knowledge of Ss' interests • T knows that five of her Ss are in the Garden Club; she plans to have discuss horticulture as part of the next biology lesson • T realizes that not all of his Ss are Christian, and so he plans to read a Hanukkah story in December • T plans to ask her Spanish-speaking Ss to discuss their ancestry as part of their social studies unit on South America • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • T uses ongoing methods to assess Ss' skill levels and designs instruction accordingly • T seeks out information from all Ss about their cultural heritages • T maintains a system of updated S records and incorporates medical and/or learning needs into lesson plans <p>Possible Examples:</p> <ul style="list-style-type: none"> • T plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his Ss • T plans to provide multiple project options; each S will select the project that best meets his or her individual approach to learning • T encourages Ss to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult • T attends the local Mexican heritage day, meeting several of his Ss' extended family members • T regularly creates adapted assessment materials for several Ss with learning disabilities • And others... |

| Domain 1 Planning & Preparation | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| <p>1c: Setting Instructional Outcomes</p> <ul style="list-style-type: none"> ● Value, sequence, and alignment ● Clarity ● Balance ● Suitability for diverse learners <p>1c: Indicators for Domain</p> <ul style="list-style-type: none"> ● Outcomes of a challenging cognitive level ● Statements of student learning, not student activity ● Outcomes central to the discipline and related to those in other disciplines ● Outcomes permitting assessment of student attainment ● Outcomes differentiated for Ss of varied ability | <p>Critical Attributes:</p> <ul style="list-style-type: none"> ● Outcomes lack rigor ● Outcomes do not represent important learning in the discipline ● Outcomes are not clear or are stated as activities ● Outcomes are not suitable for many Ss in the class <p>Possible Examples:</p> <ul style="list-style-type: none"> ● A learning outcome for a fourth-grade class is to make a poster illustrating a poem ● All the outcomes for a ninth-grade history class are based on demonstrating factual knowledge ● The topic of the social studies unit involves the concept of revolutions, but the T expects his Ss to remember only the important dates ● Despite the presence of a number of ELL Ss in the class, the outcomes state that all writing must be grammatically correct ● None of the science outcomes deals with the Ss' reading, understanding, or interpretation of the text ● And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> ● Outcomes represent a mixture of low expectations and rigor ● Some outcomes reflect important learning in the discipline ● Outcomes are suitable for most of the class <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts ● The reading outcomes are written with the needs of the "middle" group in mind; however, the advanced Ss are bored, and some lower-level Ss are struggling ● Most of the English Language Arts outcomes are based on narrative ● And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> ● Outcomes represent high expectations and rigor ● Outcomes are related to "big ideas" of the discipline ● Outcomes are written in terms of what Ss will learn rather than do ● Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication ● Outcomes, differentiated where necessary, are suitable to groups of Ss in the class <p>Possible Examples:</p> <ul style="list-style-type: none"> ● One of the learning outcomes is for Ss to "appreciate the aesthetics of 18th-century English poetry" ● Outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War ● Learning outcomes include Ss defending their interpretation of the story with citations from the text ● And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> ● T's plans reference curricular frameworks or blueprints to ensure accurate sequencing ● T connects outcomes to previous and future learning ● Outcomes are differentiated to encourage individual Ss to take educational risks <p>Possible Examples:</p> <ul style="list-style-type: none"> ● T encourages his Ss to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the T's higher expectations of them ● Ss will develop a concept map that links previous learning goals to those they are currently working on ● Some Ss identify additional learning ● T reviews the project expectations and modifies some goals to be in line with Ss' IEP objectives ● One of the outcomes for a social studies unit addresses Ss analyzing the speech of a political candidate for accuracy and logical consistency ● And others... |

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| <p>1d: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> Resources for classroom use Resources to extend content knowledge and pedagogy Resources for students <p>1d: Indicators for Domain</p> <ul style="list-style-type: none"> Materials provided by the district Materials provided by professional organizations A range of texts Internet resources Community resources Ongoing participation by the T in professional education courses or professional groups Guest speakers | <p>Critical Attributes:</p> <ul style="list-style-type: none"> T uses only district-approved materials, even when more variety would assist some Ss T does not seek out resources available to expand her own skill Although the T is aware of some S needs, he does not inquire about possible resources <p>Possible Examples:</p> <ul style="list-style-type: none"> For their unit on China, the Ss find all of their information in the district-supplied textbook T is not sure how to teach fractions but doesn't know how he's expected to learn it by himself S says, "It's too bad we can't go to the nature center when we're doing our unit on the environment." In the literacy classroom, the T has provided only narrative works. And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> T uses materials in the school library but does not search beyond the school for resources T participates in content-area workshops offered by the school but does not pursue other professional development T locates materials and resources for Ss that are available through the school but does not pursue any other avenues <p>Possible Examples:</p> <ul style="list-style-type: none"> For a unit on ocean life, the T really needs more books, but the school library has only there for him to borrow. He does not seek out others from the public library T knows she should learn more about literacy development, but the school offered only one professional development day last year T thinks his Ss would benefit from hearing about health safety from a professional; he contact the school nurse to visit his classroom In the second-grade math class, the T misuses base 10 blocks in showing Ss how to represent numbers And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> Texts are at varied levels Texts are supplemented by guest speakers and field experiences T facilitates the use of Internet resources Resources are multidisciplinary T expands her knowledge through professional learning groups and organizations T pursues options offered by universities T provides lists of resources outside the classroom for students to draw on <p>Possible Examples:</p> <ul style="list-style-type: none"> T provides her fifth graders a range of nonfiction texts about the American Revolution so that regardless of their reading level, all Ss can participate in the discussion of important concepts T takes an online course on literature to expand her knowledge of great American writers The ELA lesson includes a wide range of narrative and informational reading materials T distributes a list of summer reading materials that will help prepare his eighth graders' transition to high school And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> Texts are matched to S skill level T has ongoing relationships with colleges and universities that support S learning T maintains a log of resources for S reference T pursues apprenticeships to increase discipline knowledge T facilitates student contact with resources outside the classroom <p>Possible Examples:</p> <ul style="list-style-type: none"> T is not happy with out-of-date textbook; his Ss will critique it and write their own material for social studies T spends the summer at Dow Chemical learning more about current research so that she can expand her knowledge base for teaching chemistry T matches Ss in her Family and Consumer Science class with local businesses; the Ss spend time shadowing employees to understand how their classroom skills might be used on the job And others... |

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| <p>1e: Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <p>1e: Indicators for Domain</p> <ul style="list-style-type: none"> • Lessons that support instructional outcomes and reflect important concepts • Instructional maps that indicate relationships to prior learning • Activities that represent high-level thinking • Opportunities for S choice • Use of varied resources • Thoughtfully planned learning groups • Structured lesson plans | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • Learning activities are boring and/or not well aligned to the instructional goals • Materials are not engaging or do not meet instructional outcomes • Instructional groups do not support learning • Lesson plans are not structured or sequenced and are unrealistic in their expectations <p>Possible Examples:</p> <ul style="list-style-type: none"> • After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet • T plans to use a 15-year-old textbook as the sole resource for a unit on communism • T organizes her class in rows, seating the Ss alphabetically; she plans to have Ss work all year in groups of four based on where they are sitting • T's lesson plans are written on sticky notes in his grade book; they indicate: lecture, activity, or test, along with page numbers in the text • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • Learning activities are moderately challenging • Learning resources are suitable, but there is limited variety • Instructional groups are random, or they only partially support objectives • Lesson structure is uneven or may be unrealistic about time expectations <p>Possible Examples:</p> <ul style="list-style-type: none"> • After a mini-lesson, the T plans to have the whole class play a game to reinforce the skill she taught • T finds an atlas to use as a supplemental resource during the geography unit • T always lets students self-select a working group because they behave better when they can choose whom to sit with • T's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly • The plan for the ELA lesson includes only passing attention to Ss' citing evidence from the text for their interpretation of the short story • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • Learning activities are matched to instructional outcomes • Activities provide opportunity for higher-level thinking • T provides a variety of appropriately challenging materials and resources • Instructional S groups are organized thoughtfully to maximize learning and build on Ss' strengths • The plan for the lesson or unit is well structured, with reasonable time allocations <p>Possible Examples:</p> <ul style="list-style-type: none"> • T reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level • T creates a list of historical fiction titles that will expand her Ss' knowledge of the age of exploration • T plans for Ss to complete a project in small groups; he carefully selects group members by their reading level and learning style • T reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated • The fourth-grade math unit plan focuses on the key concepts for that level • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • Activities permit student choice • Learning experiences connect to other disciplines • T provides a variety of appropriately challenging resources that are differentiated for students in the class • Lesson plans differentiate for individual student needs <p>Possible Examples:</p> <ul style="list-style-type: none"> • T's unit on ecosystems lists a variety of challenging activities in a menu; the Ss choose those that suit their approach to learning • While completing their projects, the Ss will have access to a wide variety of resources that the T has coded by reading level so that Ss can make the best selections • After the cooperative group lesson, the Ss will reflect on their participation and make suggestions • The lesson plan clearly indicates the concepts taught in the last few lessons; the T plans for his Ss to link the current lesson outcomes to those they previously learned • T has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum • And others... |

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| <p>1f: Designing Student Assessments</p> <ul style="list-style-type: none"> ● Congruence with instructional outcomes ● Criteria and standards ● Design of formative assessments ● Use of planning <p>1f: Indicators of Domain</p> <ul style="list-style-type: none"> ● Lesson plans indicating correspondence between assessments and instructional outcomes ● Assessment types suitable to the style of the outcome ● Variety of performance opportunities for Ss ● Modified assessments available for individual Ss as needed ● Expectations clearly written with descriptors for each level of performance ● Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction | <p>Critical Attributes:</p> <ul style="list-style-type: none"> ● Assessments do not match instructional outcomes ● Assessments lack criteria ● No formative assessments have been designed ● Assessment results do not affect future plans <p>Possible Examples:</p> <ul style="list-style-type: none"> ● T marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B or a B to a C, etc. ● T says, "What's the difference between formative assessment and the test I give at the end of the unit?" ● T says, "The district gave me this entire curriculum to teach, so I just have to keep moving." ● And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> ● Only some of the instructional outcomes are addressed in the planned assessments ● Assessment criteria are vague ● Plans refer to the use of formative assessments, but they are not fully developed ● Assessment results are used to design lesson plans for the whole class, not individual students <p>Possible Examples:</p> <ul style="list-style-type: none"> ● The district goal for the unit on Europe is for Ss to understand geopolitical relationships; the T plans to have the Ss memorize all the country capitals and rivers ● The plan indicates that the T will pause to "check for understanding" but does not specify a clear process for accomplishing that goal ● S asks, "If half the class passed the test, why are we reviewing the material again?" ● And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> ● All of the learning outcomes have a method for assessment ● Assessment types match learning expectations ● Plans indicate modified assessments when they are necessary for some Ss ● Assessment criteria are clearly written ● Plans include formative assessments to use during instruction ● Lesson plans indicate possible adjustments based on formative assessment data <p>Possible Examples:</p> <ul style="list-style-type: none"> ● T knows that his Ss will have to write an argumentative essay on the state assessment; he plans to provide them with experiences developing argumentative writing as preparation ● T has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation will be clearly defined ● T creates a short questionnaire to distribute to his Ss as the end of class; using their responses, he will organize the Ss into different groups during the next lesson's activities ● Employing the formative assessment of the previous morning's project, the T plans to have five Ss work on a more challenging one while she works with six other Ss to reinforce the previous morning's concept ● And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> ● Assessments provide opportunities for S choice ● Ss participate in designing assessments for their own work ● T-designed assessments are authentic, with real-world application as appropriate ● Ss develop rubrics according to T-specified learning objectives ● Ss are actively involved in collecting information from formative assessments and provide input <p>Possible Examples:</p> <ul style="list-style-type: none"> ● To teach persuasive writing, the T plans to have his class research and write to the principal on an issue that is important to the Ss; the use of cellphones in class ● The Ss will write a rubric for their final project on the benefits of solar energy; the T has shown them several sample rubrics, and they will refer to those as they create a rubric of their own ● After the lesson the T plans to ask Ss to rate their understanding on a scale of 1 to 5; the Ss know that their rating will indicate their activity for the next lesson ● T has developed a routine for her class; Ss know that if they are struggling with a math concept, they sit in a small group with her during workshop time ● And others... |

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| <p>2a: Creating an Environment of Respect & Rapport</p> <ul style="list-style-type: none"> Teacher interaction with students Student interactions with other students <p>2a: Indicators of Domain</p> <ul style="list-style-type: none"> Respectful talk, active listening, and turn-talking Acknowledgement of Ss' backgrounds and lives outside the classroom Body language indicative of warmth and caring shown by T and Ss Physical proximity Politeness and encouragement Fairness | <p>Critical Attributes:</p> <ul style="list-style-type: none"> T is disrespectful toward Ss or insensitive to Ss' ages, cultural backgrounds, and developmental levels S body language indicates feelings of hurt, discomfort, or insecurity T displays no familiarity with, or caring about, individual Ss T disregards disrespectful interactions among Ss <p>Possible Examples:</p> <ul style="list-style-type: none"> S slumps in his chair following a comment by the T Ss roll their eyes at a classmate's idea; the T does not respond Many Ss talk when the T and other Ss are talking; the T does not correct them Some Ss refuse to work with other Ss T does not call Ss by their names And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> The quality of interactions between T and Ss, or among Ss, is uneven, with occasional disrespect or insensitivity T attempts to respond to disrespectful behavior among Ss, with uneven results T attempts to make connections with individual Ss, but S reactions indicate that these attempts are not entirely successful <p>Possible Examples:</p> <ul style="list-style-type: none"> Ss attend passively to the T, but tend to talk, pass notes, etc. when other Ss are talking A few Ss do not engage with others in the classroom, even when put together in small groups Ss applaud halfheartedly following a classmate's presentation to the class T says, "Don't talk that way to your classmates," but the S shrugs her shoulders And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> Talk between T and Ss and among Ss is uniformly respectful T successfully responds to disrespectful behavior among Ss Ss participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates T makes general connections with individual Ss Ss exhibit respect for the T <p>Possible Examples:</p> <ul style="list-style-type: none"> T greets Ss by name as they enter the class or during the lesson T gets on the same level with Ss, kneeling, for instance, beside a S working at a desk Ss attend fully to what the T is saying Ss wait for classmates to finish speaking before beginning to talk Ss applaud politely following a classmate's presentation to the class Ss help each other and accept help from each other T and Ss use courtesies such as "please," "thank you," and "excuse me." T says, "Don't talk that way to your classmates," and the insults stop And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> T demonstrates knowledge and caring about individual Ss' lives beyond the class and school There is no disrespectful behavior among Ss When necessary, Ss respectfully correct one another Ss participate without fear of put-downs or ridicule from either the T or other Ss T respects and encourages Ss' efforts <p>Possible Examples:</p> <ul style="list-style-type: none"> T inquires about a S's soccer game last weekend (or extracurricular activities or hobbies) Ss say "Shhh" to classmates who are talking while the T or another S is speaking Ss clap enthusiastically for one another's presentations for a job well done T says, "That's an interesting idea, Josh, but you're forgetting..." S questions a classmate, "Didn't you mean _____?" and the classmate reflects and responds, "Oh, maybe you are right!" And others... |

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| <p>2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> ● Importance of the content ● Expectations for learning and achievement ● Student pride in work <p>2b: Indicators of Domain</p> <ul style="list-style-type: none"> ● Belief in the value of what is being learned ● High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation ● Expectation of high-quality work on the part of Ss ● Expectation and recognition of effort and persistence on the part of Ss ● High expectations for expression and work products | <p>Critical Attributes:</p> <ul style="list-style-type: none"> ● T conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors ● T conveys to at least some Ss that the work is too challenging for them ● Ss exhibit little or no pride in their work ● Ss use language incorrectly; the T does not correct them <p>Possible Examples:</p> <ul style="list-style-type: none"> ● T tells Ss that they're doing a lesson because it's in the book or is district-mandated ● T says to a student, "Why don't you try this easier problem?" ● Ss turn in sloppy or incomplete work ● Many Ss don't engage in an assigned task, and yet the T ignores their behavior ● Ss have not completed their homework; the T does not respond ● And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> ● T's energy for the work is neutral, neither indicating a high level or commitment nor ascribing the need to do the work to external forces ● T conveys high expectations for only some Ss ● Ss exhibit a limited commitment to complete the work on their own; many Ss indicate that they are looking for an "easy path" ● T's primary concern appears to be to complete the task at hand ● T urges, but does not insist, that Ss use precise language <p>Possible Examples:</p> <ul style="list-style-type: none"> ● T says, "Let's get through this." ● T says, "I think most of you will be able to do this." ● Ss consult with one another to determine how to fill a worksheet, without challenging one another's thinking ● T does not encourage Ss who are struggling ● Only some Ss get right to work after an assignment is given or after entering the room ● And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> ● T communicates the importance of the content and the conviction that with hard work all Ss can master the material ● T demonstrates a high regard for Ss' abilities ● T conveys an expectation of high levels of S effort ● Ss expend good effort to complete work of high quality ● T insists on precise use of language by Ss <p>Possible Examples:</p> <ul style="list-style-type: none"> ● T says, "This is important; you'll need to speak grammatical English when you apply for a job." ● T says, "This idea is really important!" It's central to our understanding of history." ● T says, "Let's work this together; it's hard, but you all will be able to do it well." ● T hands a paper back to a S, saying, "I know you can do a better job on this." The student accepts it without complaint. ● Ss get to work right away when an assignment is given or after entering the room ● And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> ● T communicates passion for the subject ● T conveys the satisfaction that accompanies a deep understanding of complex content ● Ss indicate through their questions and comments a desire to understand the content ● Ss assist their classmates in understanding content ● Ss take initiative in improving the quality of their work ● Ss correct one another in their use of language <p>Possible Examples:</p> <ul style="list-style-type: none"> ● T says, "It's really fun to find the patterns for factoring polynomials." ● S says, "I don't really understand why it's better to solve this problem that way." ● S asks a classmate to explain a concept or procedure since he didn't quite follow the teacher's explanation ● Ss question one another on answers ● S asks the T for permission to redo a piece of work since she now sees how it could be strengthened ● And others... |

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| <p>2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Management of Instructional Groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and paraprofessionals <p>2c: Indicators of Domain</p> <ul style="list-style-type: none"> • Smooth functioning of all routines • Little or no loss of instructional time • Ss playing an important role in carrying out the routines • Ss knowing what to do, where to move | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • Ss not working with the T are not productively engaged • Transitions are disorganized, with much loss of instructional time • There do not appear to be any established procedures for distributing any collecting materials • A considerate amount of time is spent off task because of unclear procedures <p>Possible Examples:</p> <ul style="list-style-type: none"> • When moving into small groups, Ss ask questions about where they are supposed to go, whether they should take their own chairs, etc. • There are long lines for materials and supplies • Distributing or collecting supplies is time consuming • Ss bump into one another when lining up or sharpening pencils • At the beginning of the lesson, roll-taking consumes much time and Ss are not working on anything • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • Ss are not working directly with the T are only partially engaged • Procedures for transitions seem to have been established, but their operation is not smooth • There appear to be established routines for distribution and collection of materials, but Ss are confused about how to carry them out • Classroom routines function unevenly <p>Possible Examples:</p> <ul style="list-style-type: none"> • Some Ss not working with the teacher are off task • Transition between large and small group activities requires five minutes but is accomplished • Ss ask what they are to do when materials are being distributed or collected • Ss ask clarifying questions about procedures • Taking attendance is not fully routinized; Ss are idle while the T fills out the attendance form • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • Ss are productively engaged during small-group or independent work • Transitions between large- and small-group activities are smooth • Routines for distribution and collection of materials and supplies work efficiently • Classroom routines function smoothly <p>Possible Examples:</p> <ul style="list-style-type: none"> • In small-group work, Ss have established roles; they listen to one another, summarizing different views, etc. • Ss move directly between large- and small- group activities • Ss get started on an activity while the T takes attendance • T has an established timing device, such as counting down, to signal Ss to return to their desks • T has established attention signal, such as a raising a hand or dimming the lights • One member of each small group collects materials for the table • There is an established color-coded system indicating where materials should be stored • Cleanup at the end of a lesson is fast and efficient • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • With minimal prompting by the T, Ss ensure that their time is used productively • Ss take initiative in distributing and collecting materials efficiently • Ss themselves ensure that transitions and other routines are accomplished smoothly <p>Possible Examples:</p> <ul style="list-style-type: none"> • Ss redirect classmates in small groups not working directly with the T to be more efficient in their work • S reminds classmates of the roles that they are to play within the group • S redirects a classmate to the table he should be at following a transition • Ss propose an improved attention signal • Ss independently check themselves into class on the attendance board • And others... |

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| <p>2d: Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to student misbehavior <p>2d: Indicators of Domain</p> <ul style="list-style-type: none"> • Clear standards of conduct, possibly posted, and possibly referred to during a lesson • Absence of acrimony between T and Ss concerning behavior • T awareness of S conduct • Preventive action when needed by the T • Absence of misbehavior • Reinforcement of positive behavior | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • The classroom environment is chaotic, with no standards of conduct evident • T does not monitor S behavior • Some Ss disrupt the classroom, without apparent T awareness or with an ineffective response <p>Possible Examples:</p> <ul style="list-style-type: none"> • S are talking amongst themselves, with no attempt by the T to silence them • An object flies through the air, apparently without the T's notice • Ss are running around the room, resulting in chaos • Ss use their phones and other electronic devices; the T doesn't attempt to stop them • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • T attempts to maintain order in the classroom, referring to classroom rules, but with uneven success • T attempts to keep track of S behavior, but with no apparent system • T's response to S misbehavior is inconsistent: harsh at times, other times lenient <p>Possible Examples:</p> <ul style="list-style-type: none"> • Classroom rules are posted, but neither the T nor the Ss refer to them • T repeatedly asks Ss to take their seats; some ignore her • To one S: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already." • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • Standards of conduct appear to have been established and implemented successfully • Overall, S behavior is generally appropriate • T frequently monitors S behavior • T's response to S misbehavior is effective <p>Possible Examples:</p> <ul style="list-style-type: none"> • Upon a nonverbal signal from the T, Ss correct their behavior • T moves to every section of the classroom, keeping a close eye on S behavior • T gives a S a "hard look," and the S stops talking to his neighbor • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • S behavior is entirely appropriate; any S misbehavior is very minor and swiftly handled • T silently and subtly monitors S behavior • Ss respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct <p>Possible Examples:</p> <ul style="list-style-type: none"> • S suggests a revision to one of the classroom rules • T notices that some Ss are talking among themselves and without a word moves nearer to them; the talking stops • T speaks privately to a S about misbehavior • S reminds her classmates of the class rule about chewing gum • And others... |

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| <p>2e: Organizing Physical Environment</p> <ul style="list-style-type: none"> ● Safety and accessibility ● Arrangement of furniture and use of physical resources <p>2e: Indicators of Domain</p> <ul style="list-style-type: none"> ● Pleasant, inviting atmosphere ● Safe environment ● Accessibility for all Ss ● Furniture arrangement suitable for the learning activities ● Effective use of physical resources, including computer technology, by both T and Ss | <p>Critical Attributes:</p> <ul style="list-style-type: none"> ● There are physical hazards in the classroom, endangering S safety ● Many Ss can't see or hear the T or see the board ● Available technology is not being used even if it is available and its use would enhance the lesson <p>Possible Examples:</p> <ul style="list-style-type: none"> ● There are electrical cords running around the classroom ● There is a pole in the middle of the room; some Ss can't see the board ● A whiteboard is in the classroom, but it is facing the wall ● And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> ● The physical environment is safe, and most Ss can see and hear the T or see the board ● The physical environment is not an impediment to learning but does not enhance it ● T makes limited use of available technology and other resources <p>Possible Examples:</p> <ul style="list-style-type: none"> ● T ensures that dangerous chemicals are stored safely ● The classroom desks remain in two semicircles requiring Ss to lean around their classmates during small-group work ● T tries to use a computer to illustrate a concept but requires several attempts to make the demonstration work ● And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> ● The classroom is safe, and all Ss are able to see and hear the T or see the board ● The classroom is arranged to support the instructional goals and learning activities ● T makes appropriate use of available technology <p>Possible Examples:</p> <ul style="list-style-type: none"> ● There are established guidelines concerning where backpacks are left during class to keep the pathways clear; Ss comply ● Desks are moved together so that Ss can work in small groups, or desks are moved into a circle for class discussion ● The use of an Internet connection extends the lesson ● And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> ● Modifications are made to the physical environment to accommodate Ss with special needs ● There is total alignment between the learning activities and the physical environment ● Ss take the initiative to adjust the physical environment ● T and Ss make extensive and imaginative use of available technology <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Ss ask if they can shift the furniture to better suit small-group work or discussion ● S closes the door to shut out the noise in the corridor or lowers a blind to block the sun from a classmate's eyes ● S suggests an application of the whiteboard for an activity ● And others... |

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| <p>3a: Communicating with Students</p> <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language <p>3a: Indicators of Domain</p> <ul style="list-style-type: none"> • Clarity of lesson purpose • Clear directions and procedures specific to the lesson activities • Absence of content errors and clear explanations of concepts and strategies • Correct and imaginative use of language | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • At no time during the lesson does the T convey to Ss what they will be learning • Ss indicate through body language or questions that they don't understand the content being presented • T makes a serious content error that will affect the Ss' understanding of the lesson • Ss indicate through their questions that they are confused about the learning task • T's communications include errors of vocabulary or usage or imprecise use of academic language • T's vocabulary is inappropriate to the age of culture of the Ss <p>Possible Examples:</p> <ul style="list-style-type: none"> • S asks, "What are we supposed to be doing?" but the T ignores the question • T states that to add fractions they must have the same numerator • S have a quizzical look on their faces; some may withdraw from the lesson • Ss become disruptive or talk among themselves in an effort to follow the lesson • T uses technical terms without explaining their meanings • T says "ain't" • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • T provides little elaboration or explanation about what the Ss will be learning • T's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by Ss • T makes no serious content errors but may make minor ones • T's explanations of content are purely procedural, with no indication of how Ss can think strategically • T must clarify the learning task so Ss can complete it • T's vocabulary and usage are correct but unimaginative • When the T attempts to explain academic vocabulary, it is only partially successful • T's vocabulary is too advanced, or too juvenile, for Ss <p>Possible Examples:</p> <ul style="list-style-type: none"> • T mispronounces "_____" • T says, "And oh, by the way, today we're going to factor polynomials." • S asks, "What are we supposed to be doing?" and the T clarifies the task • S asks, "What do I write here?" in order to complete a task • T says, "Watch me while I show you how to _____" asking S only to listen • A number of Ss do not seem to be following the explanation • Ss are inattentive during the T's explanation of content • Ss' use of academic vocabulary is imprecise • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • T states clearly, at some point during the lesson, what the Ss will be learning • T's explanation of content is clear and invites student participation and thinking • T makes no content errors • T describes specific strategies Ss might use, inviting Ss to interpret them in the context of what they're learning • Ss engage with the learning task, indicating that they understand what they are to do • If appropriate, the T models the process to be followed in the task • T's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary • T's vocabulary is appropriate to Ss' ages and levels of development <p>Possible Examples:</p> <ul style="list-style-type: none"> • T says, "By the end of today's lesson you're all going to be able to factor different types of polynomials." • In the course of a presentation of content, the T asks the Ss, "Can anyone think of an example of that?" • T uses a board or projection device for task directions so that Ss can refer to it without requiring the T's attention • T says, "When you're trying to solve a math problem like this, you might think of a similar, but simpler, problem you've done in the past and see whether the same approach would work." • T explains passive solar energy by inviting Ss to think about the temperature in a closed care on a cold, but sunny, day or about the water in a hose that has been sitting in the sun • T uses a Venn diagram to illustrate the distinctions between a republic and a democracy • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • If asked, Ss are able to explain what they are learning and where it fits into the larger curriculum context • T explains content clearly and imaginatively, using metaphors and analogies to bring content to life • T points out possible areas for misunderstanding • T invites Ss to explain the content to their classmates • Ss suggest other strategies they might use in approaching a challenge or analysis • T uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline • Ss use academic language correctly <p>Possible Examples:</p> <ul style="list-style-type: none"> • T says, "Here's a spot where some SS have difficulty; be sure to read it carefully." • T asks Ss to explain the task to other Ss • When clarification about the learning task is needed, a S offers it to classmates • T, in explaining the westward movement in U.S. history, invites Ss to consider that historical period from the point of view of the Native Peoples • The T asks, "Who would like to explain this idea to us?" • S asks, "Is this another way we could think about analogies?" • S explains an academic term to classmates • T pauses during an explanation of the civil rights movement to remind Ss that the prefix in –as in inequality mean "not" and that the prefix un- also means the same thing • S says to a classmate, "I think that side of the triangle is called the hypotenuse." • And others... |

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| <p>3b: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation <p>3b: Indicators of Domain</p> <ul style="list-style-type: none"> • Questions of high cognitive challenge, formulated by both Ss and Ts • Questions with multiple correct answers or multiple approaches, even when there is a single correct response • Effective use of S responses and ideas • Discussion, with the T stepping out of the central, mediating role • Focus on the reasoning exhibited by Ss in discussion, both in give-and-take with the T and with their classmates • High levels of S participation in discussion | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • Questions are rapid-fire and convergent, with a single correct answer • Questions do not invite S thinking • All discussion is between the T and Ss; Ss are not invited to speak directly to one another • The T does not ask Ss to explain their thinking • Only a few Ss dominate the discussion <p>Possible Examples:</p> <ul style="list-style-type: none"> • All questions are of the “recitation” type, such as “What is 3 x 4?” • T asks a question for which the answer is on the board; Ss respond by reading it • T calls only on Ss who have their hands up • S responds to a question with wrong information, and the T doesn’t follow up • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • T frames some questions designed to promote S thinking, but many have a single correct answer, and the T call on Ss quickly • T invites Ss to respond directly to one another’s ideas, but few Ss respond • T call on many Ss, but only a small number actually participate in the discussion • T asks Ss to explain their reasoning, but only some Ss attempt to do so <p>Possible Examples:</p> <ul style="list-style-type: none"> • Many questions are of the “recitation” type, such as “How many members of the House of Representatives are there?” • T asks, “Who has an idea about this?” The usual three Ss offer comments • T asks, “Maria, can you comment on Ian’s idea?” but Maria does not respond or makes a comment directly to the T • T asks a S to explain his reasoning for why 13 is prime number but does not follow up when the S falters • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • T uses open-ended questions, inviting Ss to think and/or offer multiple possible answers • T makes effective use of wait time • Discussions enable Ss to talk to one another without ongoing mediation by T • T calls on most Ss, even those who don’t initially volunteer • T asks Ss to justify their reasoning, and most attempt to do so <p>Possible Examples:</p> <ul style="list-style-type: none"> • T asks, “What might have happened if the colonists had not prevailed in the American war for independence?” • T uses the plural form in asking questions, such as “What are some things you think might contribute to ___?” • T asks, “Maria, can you comment on Ian’s idea?” and Maria responds directly to Ian • T poses a question, asking every S to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class • T asks Ss when they have formulated an answer to the question “Why do you think Huck Finn did ___?” to find the reason in the text and to explain their thinking to a neighbor • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • Ss initiate higher-order questions • T builds on and uses S responses to questions in order to deepen S understanding • Ss extend the discussion, enriching it • Ss invite comments from their classmates during a discussion and challenge one another’s thinking • Virtually all Ss are engaged in the discussion <p>Possible Examples:</p> <ul style="list-style-type: none"> • S asks, “How many ways are there to get this answer?” • S says to a classmate, “I don’t think I agree with you on this, because...” • S asks of other Ss, “Does anyone have another idea how we might figure this out?” • S asks, “What if...?” • And others... |

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| <p>3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing <p>3c: Indicators of Domain</p> <ul style="list-style-type: none"> • S enthusiasm, interest, thinking, problem solving, etc. • Learning tasks that require high-level S thinking and invite Ss to explain their thinking • Ss highly motivated to work on all tasks and persistent even when the tasks are challenging • Ss actively “working,” rather than watching while their T “works” • Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and S reflection | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • Few S are intellectually engaged in the lesson • Learning tasks/activities and materials require only recall or have a single correct response or method • Instructional materials used are unsuitable to the lesson and/or the Ss • The lesson drags or is rushed • Only one type of instructional group is used (whole group, small groups) when variety would promote more S engagement <p>Possible Examples:</p> <ul style="list-style-type: none"> • Most Ss disregard the assignment given by the T; it appears to be much too difficult for them • Ss fill out the lesson worksheet by copying words from the board • Ss are using math manipulative materials in a rote activity • T lectures for 45 minutes • Most Ss don't have time to complete the assignment; the T moves on in the lesson • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • Some S are intellectually engaged in the lesson • Learning tasks are a mix of those requiring thinking and those requiring recall • Ss engagement with the content is largely passive; the learning consists primarily of facts or procedures • The materials and resources are partially aligned to the lesson objectives • Few of the materials and resources require S thinking or ask Ss to explain their thinking • The pacing of the lesson is uneven – suitable in parts but rushed or dragging in others • The instructional groupings used are partially appropriate to the activities <p>Possible Examples:</p> <ul style="list-style-type: none"> • Ss in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed • Ss are asked to fill in a worksheet, following an established procedure • There is a recognizable beginning, middle, and end to the lesson • T lectures for 20 minutes and provides 15 minutes for the Ss to write an essay; not all Ss are able to complete it • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • Most Ss are intellectually engaged in the lesson • Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking • Ss are invited to explain their thinking as part of completing tasks • Materials and resources support the learning goals and require intellectual engagement, as appropriate • Pacing of the lesson provides Ss the time needed to be intellectually engaged • T uses groupings that are suitable to the lesson activities <p>Possible Examples:</p> <ul style="list-style-type: none"> • Five Ss (out of 27) have finished an assignment early and begin talking among themselves; the T assigns a follow-up activity • Ss are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning • Ss are given a task to do independently, then to discuss with a table group, followed by a reporting from each table • Ss are asked to create different representations of a large number using a variety of manipulative materials • The lesson is neither rushed nor does it drag • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • Virtually all Ss are intellectually engaged in the lesson • Lesson activities require high-level S thinking and explanations of their thinking • Ss take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used • Ss have an opportunity for reflection and closure on the lesson to consolidate their understanding <p>Possible Examples:</p> <ul style="list-style-type: none"> • Ss are asked to write an essay in the style of Hemmingway and to describe which aspects of his style they have incorporated • Ss determine which of several tools – e.g., a protractor, spreadsheet, or graphing calculator – would be most suitable to solve a math problem • S asks whether they might remain in their small groups to complete another section of the activity, rather than work independently • Ss identify or create their own learning materials • Ss summarize their learning from the lesson • And others... |

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| <p>3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> ● Assessment criteria ● Monitoring of student learning ● Feedback to students ● Student self-assessment and monitoring of progress <p>3d: Indicators of Domain</p> <ul style="list-style-type: none"> ● T paying close attention to evidence of S understanding ● T posing specifically created questions to elicit evidence of S understanding ● T circulating to monitor S learning and to offer feedback ● Ss assessing their own work against established criteria | <p>Critical Attributes:</p> <ul style="list-style-type: none"> ● T gives no indication of what high-quality work looks like ● T makes no effort to determine whether Ss understand the lesson ● Ss receive no feedback, or feedback is global or directed to only one S ● T does not ask Ss to evaluate their own or classmates' work <p>Possible Examples:</p> <ul style="list-style-type: none"> ● S asks, "How is this assignment going to be graded?" ● S asks, "Is this the right way to solve this problem?" but receives no information from the T ● T forges ahead with a presentation without checking for understanding ● After the Ss present their research on globalization, the T tells them their letter grade; when Ss ask how he arrived at the grade, the T responds, "After all these years in education, I just know what grade to give." ● And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> ● There is little evidence that the S understand how their work will be evaluated ● T monitors understanding through a single method, or without eliciting evidence of understanding from Ss ● Feedback to Ss is vague and not oriented toward future improvement of work ● T makes only minor attempts to engage Ss in self- or peer assessment <p>Possible Examples:</p> <ul style="list-style-type: none"> ● T asks, "Does anyone have a question?" ● When a S completes a problem on the board, the T corrects the S's work without explaining why ● T says, "Good job, everyone." ● T, after receiving a correct response from one S, continues without ascertaining whether other Ss understand the concept ● Ss receive their tests back; each one is simply marked with a letter grade at the top ● And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> ● T makes the standards of high-quality work clear to Ss ● T elicits evidence of S understanding ● Ss are invited to assess their own work and make improvements; most of them do so ● Feedback includes specific and timely guidance, at least for groups of Ss <p>Possible Examples:</p> <ul style="list-style-type: none"> ● T circulates during small-group or independent work, offering suggestions to Ss ● T uses specifically formulated questions to elicit evidence of S understanding ● T asks Ss to look over their papers to correct their errors; most of them engage in this task ● And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> ● Ss indicate that they clearly understand the characteristics of high-quality work, and there is evidence that Ss have helped establish the evaluation criteria ● T is constantly "taking the pulse" of the class; monitoring the S understanding is sophisticated and continuous and makes use of strategies to elicit information about individual S understanding ● Ss monitor their own understanding, either on their own initiative or as a result of tasks set by the T ● High-quality feedback comes from many sources, including Ss; it is specific and focused on improvement <p>Possible Examples:</p> <ul style="list-style-type: none"> ● T reminds Ss of the characteristics of high-quality work, observing that the Ss themselves helped develop them ● While Ss are working, the T circulates, providing specific feedback to individual Ss ● T uses popsicle sticks or exit tickets to elicit evidence of individual S understanding ● Ss offer feedback to their classmates on their work ● Ss evaluate a piece of their own writing against the writing rubric and confer with the T about how it could be improved ● And others... |

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| <p>3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence <p>3e: Indicators of Domain</p> <ul style="list-style-type: none"> • Incorporation of Ss' interests and daily events into a lesson • T adjusting instruction in response to evidence of S understanding (or lack of it) • T seizing on a teachable moment | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • T ignores indications of S boredom of lack of understanding • T brushes aside Ss' questions • T conveys to Ss that when they have difficulty learning it is their fault • In reflecting on practice, the T does not indicate that it is important to reach all Ss • T makes no attempt to adjust the lesson in response to S confusion <p>Possible Examples:</p> <ul style="list-style-type: none"> • T says, "We don't have time for that today." • T says, "If you'd just pay attention, you could understand this." • When a S asks the T to explain a mathematical procedure again, the T says, "Just do the homework assignment; you'll get it then." • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • T makes perfunctory attempts to incorporate Ss' questions and interests into the lesson • T conveys to Ss a level of responsibility for their learning but also his uncertainty about how to assist them • In reflecting on practice, the T indicates that desire to reach all Ss but does not suggest strategies for doing so • T's attempts to adjust the lesson are partially successful <p>Possible Examples:</p> <ul style="list-style-type: none"> • T says, "I'll try to think of another way to come at this and get back to you." • T says, "I realize not everyone understands this, but we can't spend any more time on it." • T rearranges the way the Ss are grouped in an attempt to help Ss understand the lesson; the strategy is partially successful • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • T incorporates Ss' interests and questions into the heart of the lesson • T conveys to Ss that she has other approaches to try when the Ss experience difficulty • In reflecting on practice, the T cites multiple approaches undertaken to reach Ss having difficulty • When improving becomes necessary, the T makes adjustments to the lesson <p>Possible Examples:</p> <ul style="list-style-type: none"> • T says, "That's an interesting idea; let's see how it fits." • T illustrates a principal of good writing to a S, using his interest in basketball as context • T says, "This seems to be more difficult for you than I expected; let's try this way," and then uses another approach • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • T seizes on a teachable moment to enhance a lesson • T conveys to Ss that she won't consider a lesson "finished" until every S understands and that she has a broad range of approaches to use • In reflecting on practice, the T can cite others in the school and beyond whom he has contacted for assistance in reaching some Ss • T's adjustments to the lesson, when they are needed, are designed to assist individual Ss <p>Possible Examples:</p> <ul style="list-style-type: none"> • T stops a lesson midstream and says, "This activity doesn't seem to be working. Here's another way I'd like you to try it." • T incorporates the school's upcoming championship game into an explanation of averages • T says, "If we have to come back to this tomorrow, we will; it's really important that you understand it." • And others... |

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| <p>4a: Reflecting on Teaching</p> <ul style="list-style-type: none"> ● Accuracy ● Use in future teaching <p>4a: Indicators of Domain</p> <ul style="list-style-type: none"> ● Accurate reflections on a lesson ● Citation of adjustments to practice that draw on a repertoire of strategies | <p>Critical Attributes:</p> <ul style="list-style-type: none"> ● T considers the lesson but draws incorrect conclusions about its effectiveness ● T makes no suggestions for improvement <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Despite evidence to the contrary, the T says, “My S did great on that lesson!” ● T says, “That was awful; I wish I knew what to do!” ● And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> ● T has a general sense of whether or not instructional practices were effective ● T offers general modifications for future instruction <p>Possible Examples:</p> <ul style="list-style-type: none"> ● At the end of the lesson, the T says, “I guess that went okay.” ● T says, “I guess I’ll try _____ next time.” ● And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> ● T accurately assesses the effectiveness of instructional activities used ● T identifies specific ways in which a lesson might be improved <p>Possible Examples:</p> <ul style="list-style-type: none"> ● T says, “I wasn’t pleased with the level of engagement of the Ss.” ● T’s journal indicates several possible lesson improvements ● And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> ● T’s assessment of the lesson is thoughtful and includes specific indicators of effectiveness ● T’s suggestions for improvement draw on an extensive repertoire <p>Possible Examples:</p> <ul style="list-style-type: none"> ● T says, “I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed.” ● In conversation with colleagues, the T considers strategies for grouping S differently to improve a lesson ● And others... |

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| <p>4b: Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records <p>4b: Indicators of Domain</p> <ul style="list-style-type: none"> • Routines and systems that track S completion of assignments • Systems of information regarding S progress against instructional outcomes • Processes of maintaining accurate non-instructional records | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • There is no system for either instructional or non-instructional records • Record-keeping systems are in disarray and provide incorrect or confusing information <p>Possible Examples:</p> <ul style="list-style-type: none"> • S says, "I'm sure I turned in that assignment, but the T lost it!" • T says, "I misplaced the writing samples for my class, but it doesn't matter—I know what the S would have scored." • On the morning of the field trip, the T discovers that five S never turned in their permission slips • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • T has a process for recording S work completion. However, it may be out of date or may not permit S to access the information. • T process for tracking S progress is cumbersome to use • T has a process for tracking some, but not all, non-instructional information, and it may contain some errors. <p>Possible Examples:</p> <ul style="list-style-type: none"> • S says, "I wasn't in school today, and my T's website is out of date, so I don't know what the assignments are!" • T says, "I've got all these notes about how the kids are doing: I should put them into the system, but I just don't have time." • On the morning of the field trip, the T frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • T's process for recording completion of S work is efficient and effective; Ss have access to information about completed and/or missing assignments • T has an efficient and effective process for recording S attainment of learning goals; Ss are able to see how they're progressing • T's process for recording non-instructional information is both efficient and effective <p>Possible Examples:</p> <ul style="list-style-type: none"> • On the class website, the T creates a link that Ss can access to check on any missing assignments • T's grade book records S progress toward learning goals • T creates a spreadsheet for tracking which Ss have paid for their school pictures • And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> • Ss contribute to and maintain records indicating completed and outstanding work assignments • Ss contribute to and maintain data files indicating their own progress in learning • Ss contribute to maintaining non-instructional records for the class <p>Possible Examples:</p> <ul style="list-style-type: none"> • A S from each team maintains the database of current and missing assignments for the team • When asked about her progress in a class, a S proudly show her portfolio of work and can explain how the documents indicate her progress toward learning goals • When they bring in their permission slips for a field trip, S add their own information to the database. • And others... |

| Domain 4 Professional Responsibilities | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| 4c: Communicating with Families <ul style="list-style-type: none"> Information about the instructional group Information about individual students Engagement of families in the instructional program 4c: Indicators of Domain <ul style="list-style-type: none"> Frequent and culturally appropriate information sent home regarding the instructional program and S progress Two-way communication between the T and families Frequent opportunities for families to engage in the learning process | Critical Attributes: <ul style="list-style-type: none"> Little or no information regarding the instructional program is available to parents Families are unaware of their children’s progress. Family engagement activities are lacking There is some culturally inappropriate communication Possible Examples: <ul style="list-style-type: none"> A parent says, “I’d like to know what my kid is working on at school.” A parent says, “I wish I could know something about my child’s progress before the report card comes out.” A parent says, “I wonder why we never see any school work come home.” And others... | Critical Attributes: <ul style="list-style-type: none"> School or district created materials about the instructional program are sent home T sends home infrequent or incomplete information about the instructional program T maintains a school –required gradebook but does little else to inform families about S progress Some of the T’s communications are inappropriate to families’ cultural norms Possible Examples: <ul style="list-style-type: none"> A parent says, “I received the district pamphlet on the reading program, but I wonder how it’s being taught in my child’s class.” A parent says, “I emailed the T about my child’s struggles with math, but all I got back was a note saying that he’s doing fine.” T sends home weekly quizzes for parent or guardian signature And others,,, | Critical Attributes: <ul style="list-style-type: none"> T regularly makes information about the instructional program available T regularly sends home information about S progress T develops activities designed to engage families successfully and appropriately in their children’s learning Most of the T’s communications are appropriate to families’ cultural norms Possible Examples: <ul style="list-style-type: none"> T sends a weekly newsletter home to families that describe current class activities, community and/or school projects, field trips, etc. T creates a monthly progress report, which is sent home for each S T sends home a project that asks Ss to interview a family member about growing up in the 1950s And others... | Critical Attributes: <ul style="list-style-type: none"> Ss regularly develop materials to inform their families about the instructional program Ss maintain accurate records about their individual learning progress and frequently share this information with families Ss contribute to regular and ongoing projects designed to engage families in the learning process All of the T’s communications are highly sensitive to families’ cultural norms Possible Examples: <ul style="list-style-type: none"> Ss create materials for Back-to-School Night that outline the approach for learning science Each S’s daily reflection log describes what she or he is learning, and the log goes home each week for review by a parent or guardian Ss design a project on charting their family’s use of plastics And others... |

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| <p>4d: Participating in a Professional Community</p> <ul style="list-style-type: none"> Relationships with colleagues Involvement in a culture of professional inquiry Service to the school and district <p>4d: Indicators of Domain</p> <ul style="list-style-type: none"> Regular T participation with colleagues to share and plan for S success Regular T participation in professional courses or communities that emphasize improving practice Regular T participation in school initiatives Regular T participation in support of community initiatives | <p>Critical Attributes:</p> <ul style="list-style-type: none"> T's relationships with colleagues are characterized by negativity or combativeness T purposely avoids contributing to activities promoting professional inquiry T avoids involvement in school activities and district and community projects <p>Possible Examples:</p> <ul style="list-style-type: none"> T doesn't share test-taking strategies with his colleagues. He figures that if his S do well, he will look good T does not attend PLC meetings T does not attend any school functions after the dismissal bell T says, "I work from 8:30-3:30 and not a minute more. I won't serve on any district committee unless they get me a substitute to cover my class." And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> T has cordial relationships with colleagues When invited, the T participates in activities related to professional inquiry When asked, the T participates in school activities, as well as district and community projects <p>Possible Examples:</p> <ul style="list-style-type: none"> T is polite but seldom shares any instructional materials with his grade partners T attends PLC meetings only when reminded by her supervisor The principal says, "I wish I didn't have to ask the T to "volunteer" every time we need someone to chaperone the dance." T contributes to the district literacy committee only when requested to do so by the principal And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> T has supportive and collaborative relationships with colleagues T regularly participates in activities related to professional inquiry T frequently volunteers to participate in school events and school district and community projects <p>Possible Examples:</p> <ul style="list-style-type: none"> Principal remarks that the T's Ss have been noticeably successful since her T team has been focusing on instructional strategies during its meetings T has decided to take some free MIT courses online and to share his learning with colleagues The basketball coach is usually willing to chaperone the ninth-grade dance because she knows all of her players will be there T enthusiastically represents the school during the district social studies review and brings his substantial knowledge of U.S. history to the course writing team And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> T takes a leadership role in promoting activities related to professional inquiry T regularly contributes to and leads events that positively impact school life T regularly contributes to and leads significant district and community projects <p>Possible Examples:</p> <ul style="list-style-type: none"> T leads the group of mentor T at school, which is devoted to supporting T during their first years of teaching T hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills T leads the annual "Olympics" day, thereby involving the entire student body and faculty in athletic events T leads the district wellness committee, and involves healthcare and nutrition specialist from the community And others |

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| <p>4e: Growing and Developing Professionally</p> <ul style="list-style-type: none"> Enhancement of content knowledge and pedagogical skill Receptivity to feedback from colleagues Service to the profession <p>4e: Indicators of Domain</p> <ul style="list-style-type: none"> Frequent T attendance in courses and workshops; regular academic reading Participation in learning networks with colleagues; freely shared insights Participation in professional organizations supporting academic inquiry | <p>Critical Attributes:</p> <ul style="list-style-type: none"> T is not involved in any activity that might enhance knowledge or skill T purposefully resists discussing performance with supervisors or colleagues T ignores invitations to join professional organizations or attend conferences <p>Possible Examples:</p> <ul style="list-style-type: none"> T never takes continuing education courses, even though the credits would increase this salary T endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will be able to simply discard the feedback form Despite teaching high school honors mathematics, the T declines to join NCTM because it costs too much and makes too many demands on members' time And others ... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> T participates in professional activities when they are required or provided by the district T reluctantly accepts feedback from supervisors and colleagues T contributes in a limited fashion to professional organizations <p>Possible Examples:</p> <ul style="list-style-type: none"> T politely attends district workshops and professional development days but doesn't make much use of the materials received T listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply in his situation T joins the local chapter of the American Library Association because she might benefit from the free books—but otherwise doesn't feel it's worth much of her time And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> T seeks regular opportunities for continued professional development T welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback T actively participates in organizations designed to contribute to the profession <p>Possible Examples:</p> <ul style="list-style-type: none"> T eagerly attends the district's optional summer workshops, knowing they provide a wealth of instructional strategies he'll be able to use during the school year T enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day T joins a science education partnership and finds that it provides him with access to resources for his classroom that truly benefit his Ss And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> T seeks regular opportunities for continued professional development, including initiation action research T actively seeks feedback from the supervisors and colleagues T takes an active leadership role in the professional organizations in order to contribute to the profession <p>Possible Examples:</p> <ul style="list-style-type: none"> T's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction T is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress T has founded a local organization devoted to literacy education; her leaderships has inspired T in the community to work on several curriculum and instruction projects And others... |

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| <p>4f: Showing Professionalism</p> <ul style="list-style-type: none"> ● Integrity and ethical conduct ● Service to and advocacy for students ● Decision Making ● Compliance with school and district regulations <p>4f: Indicators of Domain</p> <ul style="list-style-type: none"> ● T having a reputation as being trustworthy and often sought as a sounding board ● T frequently reminding participants during committee or planning work that Ss are the highest priority ● T supporting Ss, even in the face of difficult situations or conflicting policies ● T challenging existing practice in order to put Ss first ● T consistently fulfilling district mandates regarding policies and procedures | <p>Critical Attributes:</p> <ul style="list-style-type: none"> ● T is dishonest ● T does not notice the needs of S ● T engages in practices that are self-serving ● T willfully rejects district regulations <p>Possible Examples:</p> <ul style="list-style-type: none"> ● T makes some errors when marking the most recent common assessment but doesn't tell his colleagues ● T does not realize that three of her neediest S arrive at school an hour early every morning because their mothers can't afford daycare ● T fails to notice that one of his kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs ● When one of her colleagues goes home suddenly because of illness, the T pretends to have a meeting so that she won't have to share in the coverage responsibilities ● T does not file his S's writing samples in their district cumulative folders; it is time-consuming, and he wants to leave early for summer break ● And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> ● T is honest ● T notices the needs of students but is inconsistent in addressing them ● T does not notices that some school practices result in poor conditions for S ● T makes decisions professionally but on a limited basis ● T complies with district regulations <p>Possible Examples:</p> <ul style="list-style-type: none"> ● T says, "I have always known my grade partner to be truthful. If she called in sick today, then I believe her." ● T considers staying late to help some of her S in after-school daycare but then realizes it would conflict with her health club class and so decides against it ● T notices a student struggling in his class and sends a quick email to the counselor. When he doesn't get a response, he assumes the problem has been taken care of ● When the T's grade partner goes out on maternity leave, the T says "Hello" and "Welcome" to the substitute but does not offer any further assistance ● T keeps his district-required gradebook up to date but enters exactly the minimum number of assignments specified by his department chair ● And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> ● T is honest and known for having high standards of integrity ● T actively addresses S needs ● T actively works to provide opportunities for S success ● T willingly participates in team and departmental decision making ● T complies completely with district regulations <p>Possible Examples:</p> <ul style="list-style-type: none"> ● T is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately ● Despite her lack of knowledge about dance, the T forms a dance club at her high school to meet the high interest level of her Ss who cannot afford lessons ● T notices some speech delays in a few of her young Ss; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps ● The English department chair says, "I appreciate when ____ attends our after-school meetings; he always contributes something meaningful to the discussion." ● T learns the district's new online curriculum mapping system and writes in all of her courses ● And others... | <p>Critical Attributes:</p> <ul style="list-style-type: none"> ● T is considered a leader in terms of honesty, integrity, and confidentiality ● T is highly proactive in serving students ● T makes a concerted effort to ensure opportunities are available for all S to be successful ● T takes a leadership role in team and departmental decision making ● T takes a leadership role regarding district regulations <p>Possible Examples:</p> <ul style="list-style-type: none"> ● When a young T has trouble understanding directions inform the principal, she immediately goes to a more seasoned T – who, she knows, can be relied on for expert advice and complete discretion ● After the school's intramural basketball program is discontinued, the T finds some former student athletes to come in and work with his student, who have come to love the after-school sessions ● T enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantage students ● The math department looks forward to their weekly meetings; their leader, the teacher, is always seeking new instructional strategies and resource for them to discuss ● When the district adopts a new Web-based grading program, the T learns it inside and out so that she will be able to assist her colleagues with its implementation ● And others... |

Form 6: Professional Development Plan (PDP) Components

Professional Development Plan (PDP)

Within thirty (30) school days of a summative rating of “needs improvement” or notification of a tenured teacher’s non-compliance with the job description, the evaluator will develop the PDP in consultation with the teacher. The PDP will identify the specific areas of performance which need improvement. The plan for skill improvement in specific areas of the job description should be collaborative but may be directed by the evaluator. The evaluative process for this assistance will be based on principles of conscientious self-evaluation, mutual respect and confidentiality.

The purpose of the PDP is to provide direct administrative support in order to ensure full development of the teacher’s performance abilities. The PDP will support the district’s expectation for complete development of a teacher’s potential in all professional areas and it will take into account the teacher’s regular teaching assignment and other ongoing professional responsibilities.

The length of the Professional Development Plan will be no less than 60 school days and no more than 90 school days, as determined by the evaluator (see Section 10 and Section 24 A-5 of the School Code). See Section 9 for additional information.

Components included within a Professional Development Plan

1. Statement of purpose
2. Participants included within the process
3. Teaching deficiencies
4. Required activities to meet the improvement objectives
5. Professional development timeline
6. Exhibits
 - a. Lesson plan schedule and weekly reflection schedule
 - b. Lesson plan template
 - c. Daily reflection log
 - d. Communication log

Exhibit 1: Needs Improvement and Unsatisfactory Flow Charts Combined

