

BOND COUNTY COMMUNITY UNIT #2

Teacher Evaluation for Bond County Community Unit #2 School District

*BCCU#2 Teacher
Evaluation Plan*

Glossary of Terms

Teacher Career Reflection (TCR) Worksheet: The intent of this form is to help a teacher to reflect upon his/her performance in order to highlight strengths and weaknesses based on the Danielson Model. The self-assessment should be completed by the teacher prior to the Beginning-of-Year Conference (BYC) and revisited throughout the process.

Classroom Profile Form: The intent of this form is to help a teacher reflect upon his/her classroom demographics in order to identify needs and make informed instructional decisions to meet learning needs. The classroom profile form should be completed by the teacher within the first weeks of the school year.

Teacher Pre-Observation Conversation Guide: The Beginning-of-Year Conference (BYC) focuses on discussion of the teacher self-assessment as well as formation of a Professional Growth Plan (SMART Goal) using the Teacher Career Reflection (TCR) Worksheet. The form included in this toolkit describes the conversation and serves as an agreement between the evaluator and the teacher to hold each other mutually accountable for development.

Professional Growth Plan: Based upon his/her own self-assessment, the teacher will draft a SMART development goal for the year. The plan will be based upon the SMART goal written in the TCR Worksheet and this plan is discussed and finalized during the BYC. The SMART Goal should be revisited and revised, as needed.

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

Definition of informal and formal observation per 23 Ill. Administrative Code 50.30:

Informal Observation: Means observations of a teacher by a qualified evaluator that are not announced in advance of the observation and not subject to a minimum time requirement. Teachers must receive a copy of any evidence collected with feedback from their informal observation.

Formal Observation: Means a specific window of time that is scheduled with the teacher for the qualified evaluator, at any point during that window of time, to directly observe professional practices in the classroom or in the school. Teachers must receive feedback within 10 working days of their formal observation. This feedback may be captured using evaluation software and a report provided to the teacher and shared through conversation between the evaluator and teacher when appropriate.

Certified Staff Member Post-Observation Reflection Form: Post-observation form for the teacher to assist in the reflection of the observation. The Certified Staff Member Post-Observation Reflection Form should be completed and submitted within 1 day after the observed lesson.

Teacher Post-Observation Conference Reflection Guide: Post-observation form for the teacher to assist in the reflection of the observation. The Teacher Post-Observation Reflection Guide may be completed prior to the post-observation conference. Written feedback from the evaluator may be provided to the teacher during this conference.

Mid-Year Data Review and Mid-Year Conference (MYC): Research shows that excellent teachers use data to develop instruction and collaborate with colleagues. Teachers will review data and their goals mid-year with

their colleagues prior to meeting with the evaluator when required. Then, during the MYC, evaluators and teachers discuss the mid-year self-reflection as well as progress made toward the Professional Growth Goals. Together, they should modify these goals as necessary. In addition, the evaluator may choose to use the MYC to provide an initial, formative assessment of performance on the Danielson Model.

Teacher Summative Evaluation and Final Rating Document: This form is designed to help evaluators identify the teacher's strengths and areas of weakness. It should be completed by the evaluator prior to the End of Year Conference (EYC), but the District administration maintains the right to issue an evaluation to any employee at the mid-point or end of any school year, or at any other time, at the Superintendent's discretion. The EYC should focus on the final teacher self-assessment, progress made towards professional development goals, identifying growth areas, and the final summative rating. The Summative Rating is included in the Teacher Summative Evaluation and Final Rating Document and is to be jointly reviewed by the teacher and evaluator during the End-of-Year Conference. The Rating is to be based on data collected over the course of the evaluation cycle.

Observation of Teacher Practice: Process

Process Overview

Teacher practice will be assessed by an evaluator, taking into account evidence collected throughout the evaluation cycle during formal observations, informal observations, and conferences.

Teacher Career Reflection and Professional Growth Plan (SMART Goal)

The evaluation cycle will begin with a teacher’s career reflection in preparation for their Beginning of Year Conference. During the Beginning of Year Conference, a teacher and an evaluator will discuss and agree upon the SMART goal for that teacher based upon the Teacher Career Reflection worksheet. The teacher’s goal translates into that teacher’s Professional Growth Plan. The teacher and evaluator will use that Professional Growth Plan throughout the cycle and may revisit the document throughout the cycle and during the End of Year Summative Conference. Furthermore, the teacher and evaluator will participate in additional collections of evidence beyond the observation cycle, in order to gauge and support the teacher’s progress.

Implementation and Observation Schedule

These schedules will be used ordinarily, but the District administration maintains the right to issue an evaluation to any employee at the mid-point or end of any school year, or at any other time, at the Superintendent’s discretion. See the observation schedules below for non-tenured and tenured teachers.

FIGURE 3: Observation Cycle for Non-Tenured Teachers

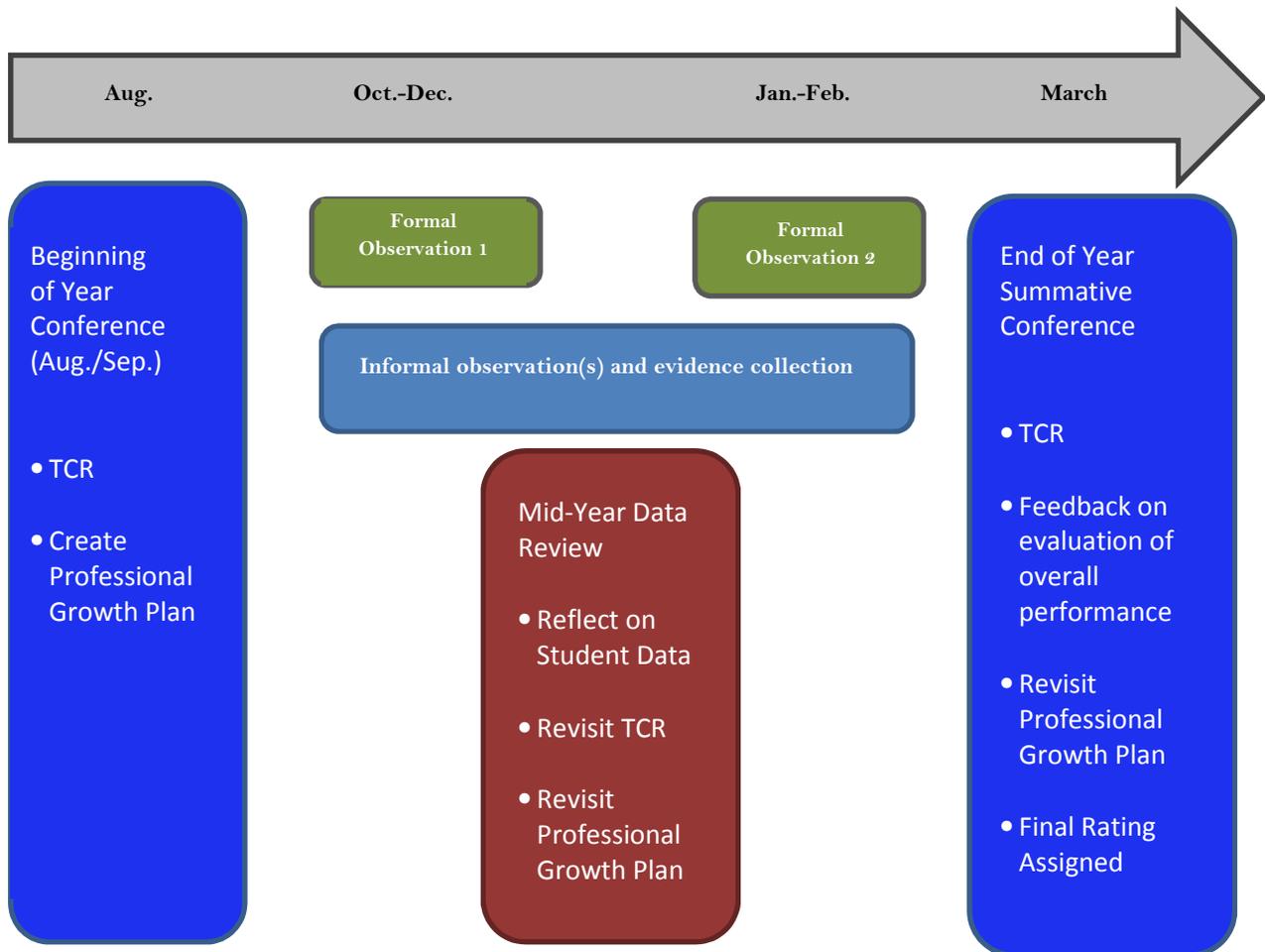
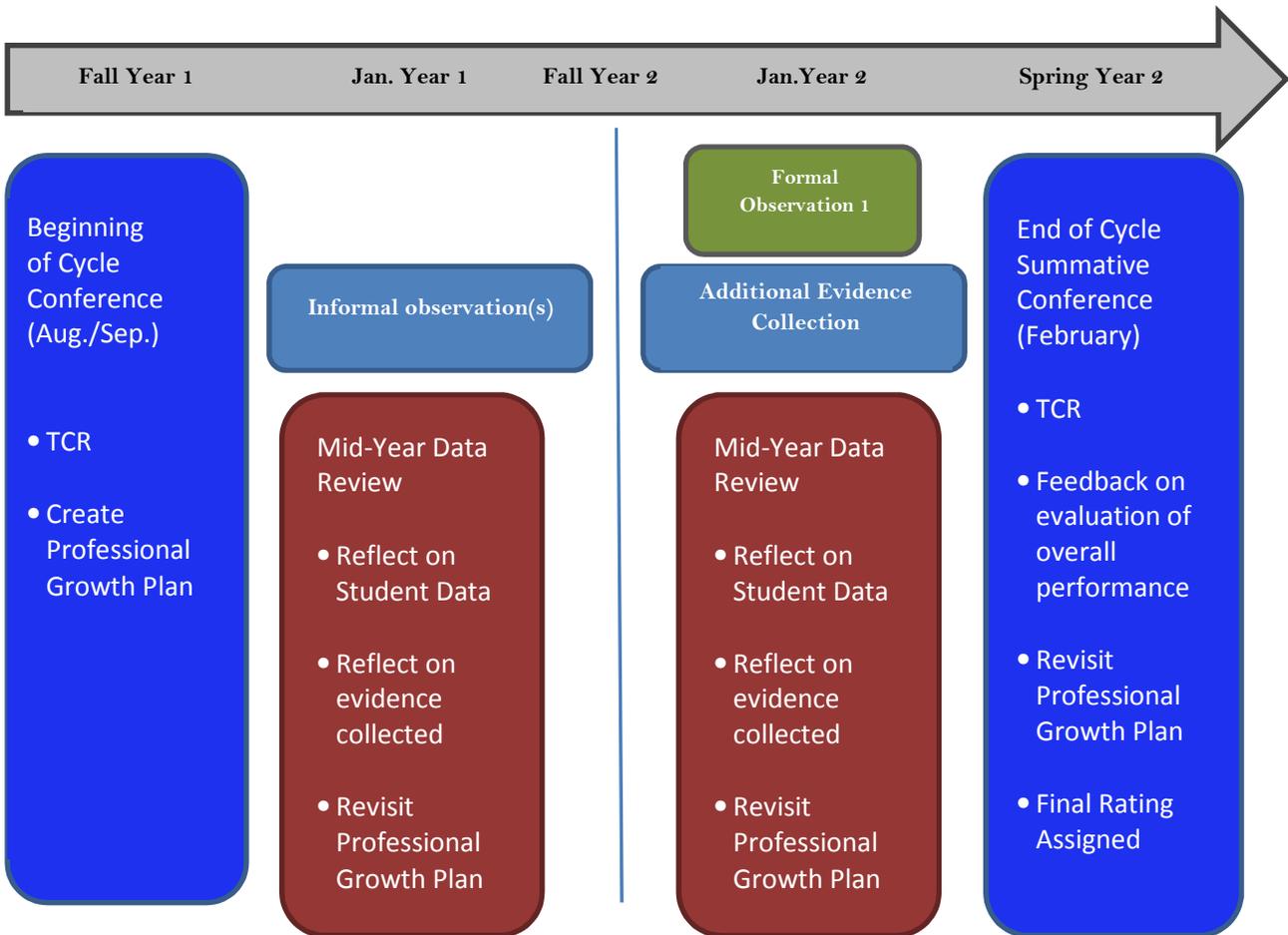


FIGURE 4: Observation Cycle for Tenured Teachers



Note: The evaluation cycles for all tenured teachers rated *Excellent* or *Proficient* during the previous school year will take place over a two year period, as shown above.

Observation Requirements

Non-tenured teachers will have at least two formal observations and one informal observation over the course of the evaluation cycle. Tenured teachers with a summative rating at the *Proficient* and *Excellent* levels during the previous school year will have at least one formal and one informal observation over the course of an evaluation cycle. Since evaluation cycles will occur over a two year period for these tenured teachers, at least one informal observation will occur by the end of the first year of the evaluation cycle.

See Figures 3 and 4 above.

Formal Observations

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

Informal Observations

An informal observation is not subject to a minimum time requirement and does not need to be announced. There are no conferencing requirements around informal observations. A teacher or an evaluator may request a conference. A teacher must receive written feedback of any evidence within ten workdays after the informal observation.

Evaluators

Any trained administrator may perform a formal or informal observation.

Conferences

Each teacher will have a beginning and end of cycle conference with the evaluator in addition to pre- and post-observation conference requirements for formal observations. These conferences serve as a time to set professional growth (SMART) goals, self-reflect on performance, and receive feedback on performance and progress towards goals. In addition to serving a summative purpose, conferences should be formative in nature throughout the year. During conferences, evaluators and teachers can have meaningful conversations surrounding teacher performance that will help teachers to improve their practice.

Tenured teachers who have received *Proficient* or *Excellent* summative ratings will also have the option of requesting an End-of-Year Conference during the first year of the two year evaluation cycle. This conference can be either teacher or administratively driven and may be used to reflect on growth, discuss student growth/data, collect evidence in Domains 1 and 4, or address any concerns regarding summative ratings.

Mid-Year Data Reviews

Every teacher will have a mid-year data review, in which groups of teachers will be given the opportunity to meet and reflect on student performance data (when required), each teacher's progress towards professional growth goals, and each teacher's self-reflection. The Mid-Year Data Review will be completed by the end of January. Teachers should share any necessary forms with their evaluators. See the figure below for the Mid-Year Data Review process steps.

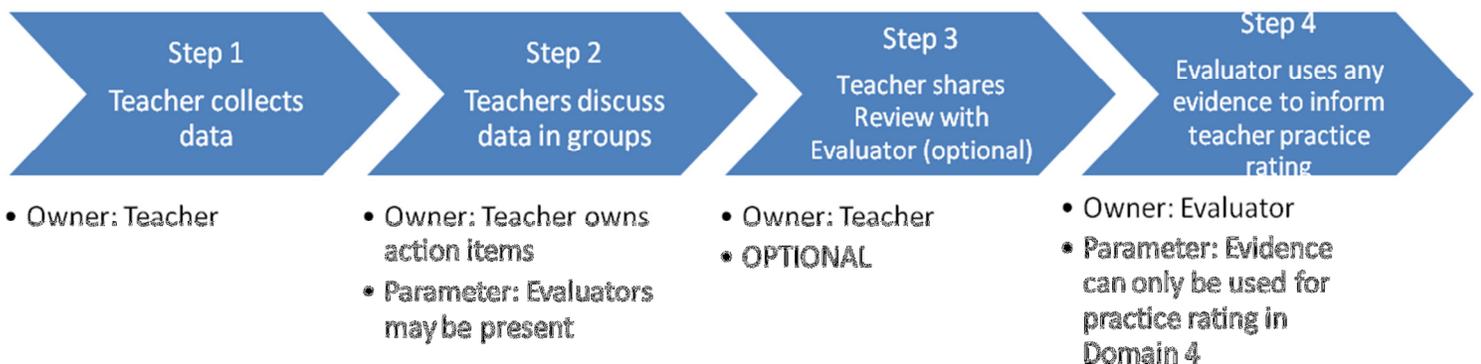


FIGURE 5: Mid-Year Data Review Process Steps

TEACHER

GENERAL QUALIFICATIONS:

1. Applicant needs appropriate Illinois certification.
2. Previous experience and higher education desired.

RESPONSIBILITIES:

With regards to Attendance the teacher,

1. Arrives at school at the required time, is punctual for all required meetings, classes and duty assignments, and remains at assignment for an appropriate length of time.

With regards to Planning the teacher,

1. Writes daily lesson plans, three (3) days or more in advance, which are understandable to supportive personnel and substitutes.
2. Writes daily lesson plans that are goal oriented, sequential, appropriate for the academic level of the class and meet student needs.
3. Writes daily lesson plans that utilize a variety of instructional materials based upon student needs.
4. Plans for formal tests and quizzes.
5. Prepares teaching aids and gathers materials in advance of classroom instruction taking place.

With regards to Instructional Methods the teacher,

1. Posts assignments for the day somewhere in the classroom.
2. Refers to previous lesson content and reviews when necessary.
3. Communicates lesson objectives to the students.
4. Presents new information or content.
5. Divides complex tasks into small steps.
6. Gives written or physical demonstrations using concrete examples.
7. Make comparisons.
8. Gives clear directions.
9. Waits for student response to a question.
10. Accepts academic comments by students during a lesson.
11. Accepts procedural questions during a lesson.
12. Conducts practice over new material.
13. Provides feedback.
14. Monitors seat work.
15. Gives individual assistance.
16. Summarizes the lesson.
17. Assigns material that requires application of the lesson.
18. Keeps a grade book that indicates the regular assessment of students.

With regards to Classroom Management the teacher,

1. Establishes reasonable rules for classroom behavior by students.
2. Allocates time to teach rules and procedures.
3. Posts or writes rules and procedures.
4. Establishes effective management routines for the use of materials and supplies.
5. Has pupils share responsibility for routines.
6. Holds students responsible for assignments.
7. Collects daily assignments.
8. Returns graded work to students in a reasonable amount of time.
9. Communicates make-up work to students.
10. Insists that classroom be neat and orderly.
11. Follows district policy concerning student discipline.

With regards to Subject Matter Competency the teacher,

1. Is certified in assigned teaching assignment.
2. Demonstrates professional growth by attendance at county institutes and/or in-service workshops and/or university classes.

With regards to other duties the teacher,

1. Performs other duties as assigned that are reasonably related to the current position.

Bond County Community Unit #2
1 Teacher Career Reflection (TCR) Worksheet

Name: _____ Submitted to: _____

School Year: _____ Date Submitted: _____

Building: Choose an item. Position: _____

Select: I am working on an INDIVIDUAL SMART Goal. I am working on a TEAM SMART Goal.

Collaborative Team Member Name(s), if applicable: _____

Focus:

The purpose of the TCR plan is to provide a structured, supportive, and collaborative environment to promote professional learning that will further the joint goal of academic success for all students.

What are your current plans for the development of your professional practice? What areas of knowledge and/or skills do you plan to strengthen? Your goal should conform to the criteria of setting a **“SMART”** goal (e.g., the goal should be specific, measurable, attainable, results-focused, and time-bound).

- S** - specific, significant, stretching
- M** - measurable, meaningful, motivational
- A** - agreed upon, attainable, achievable, acceptable, action-oriented
- R** - realistic, relevant, reasonable, rewarding, results-oriented
- T** - time-based, timely, tangible, trackable

Your SMART goal should be aligned to district/school initiatives and focus on, but not be limited to, the following areas:

Common Assessments	RtI/Differentiated Instruction	School/District Improvement
Stakeholder Communication	Data Analysis	Common Core
Classroom Instruction	Action Research	Academic Achievement

SMART Goal:

SMART Goal	District/School Initiative Addressed by the SMART Goal

Danielson Framework Components (on back):

What components from the Danielson Framework for Teaching are addressed by your SMART goal? List the Domain Number and the Component Letter (e.g., 1a, 1b, etc.). Use as many lines as are appropriate. Your goal must address domain 2 or 3 but can address others.

Domain	Component	Explain how your goal addresses this component
Domain 1		
Domain 2		
Domain 3		
Domain 4		

Be prepared to explain how your plan addresses the identified components for your SMART goal.

Indicators of Success:

What will success look like with regard to your SMART goal? How will you know when you have achieved it? What evidence and/or data will you provide to exhibit (demonstrate, validate) the impact of your goal on student growth?

Support

What support/resources would assist you in reaching your goal?

The signatures below indicate that the plan described above has been discussed between the teacher and the evaluator.

Teacher’s Signature & Date

Evaluator’s Signature & Date

Mid-Point Reflection (Optional):

End of Cycle Reflection:

As a result of your plan, what did you learn about your practice? What was the impact of the plan on student achievement?

Teacher’s Signature & Date

Evaluator’s Signature & Date

Bond County Community Unit #2

2 Classroom Profile Form

The Classroom Profile form is completed by the Teacher and presented at the Pre-Observation conference. The information reported on the form should represent the students in the class that will be formally observed.

Name: _____ Grade Level(s): _____

School: Choose an item. _____ Date Completed: _____

1. Gender

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	
_____	_____	_____	_____	_____	_____	_____	Number of Female Students
_____	_____	_____	_____	_____	_____	_____	Number of Male Students

2. Special Services

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	
_____	_____	_____	_____	_____	_____	_____	Number of Students with Speech only IEPs
_____	_____	_____	_____	_____	_____	_____	Number of Students with IEPs
_____	_____	_____	_____	_____	_____	_____	Number of Students with 504 Plans

3. Academic Abilities (based on teacher professional opinion)

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	
_____	_____	_____	_____	_____	_____	_____	Number of academically advanced students
_____	_____	_____	_____	_____	_____	_____	Number of academically average students
_____	_____	_____	_____	_____	_____	_____	Number of academically challenged students

4. Any other classroom circumstances that impact the classroom environment

Bond County Community Unit #2

3 **Teacher Pre-Observation Conversation Guide**

Teacher:	
School:	Choose an item.
Grade Level(s):	
Subject:	
Name of Observer:	
Date of Pre-Observation Conference:	
Date of Scheduled Classroom Observation:	

At the start of the pre-observation conference, we will discuss your class profile form as well as your planning process and design for the lesson to be observed. You should review the following *Guiding Questions* in preparation for your conference. You are not required to prepare a written response (although you may do so if you desire), but you should be prepared to discuss your answers to the questions. These questions will guide the conversation and allow you and your evaluator to discuss your professional practice. Please provide artifacts (such as a lesson plan, any handouts, rubrics, assessments, etc.) that would help support the pre-observation conversation.

Guiding Questions	Framework Connection
What do you want the students to know and be able to do?	
1. To which part of the curriculum does the lesson relate? How does it “fit” in the sequence of learning for this class?	1a, 1c
2. How will you communicate the learning objectives to the students?	3a
3. Describe your thinking in selecting the materials and resources for this lesson.	1d, 1e
4. Are there any students you would especially like me to observe as the lesson progresses?	1b, 1e
How will you know that the students have learned? How will you respond to their learning?	
5. How and when will you know whether students have learned what you intend?	1f, 3d

6. What difficulties do students typically experience in this area?	1a
7. What adjustments to your plan might you make if you see some students struggling with concepts during the lesson?	3d, 3e
8. How might you provide more time and support after the lesson for students who do not learn?	3e
Instructional Strategies and Feedback to Students	
9. How will you engage students in the learning?	3b, 3c
10. How will you address off-task classroom behavior by students during the lesson?	3b
11. What is your plan for grouping students during the lesson? Will they work individually, in small groups, or as a large group? What are your reasons?	3c
12. How will you differentiate instruction for different individuals or groups of students in the class?	1e
13. How will you provide feedback to students regarding their learning during the lesson?	3d
14. Is there anything that you would like me to specifically observe during the lesson?	

Bond County Community Unit #2

4 Certified Staff Member Post-Observation Reflection Form

Name:	
School:	Choose an item.
Activity Observed:	
Date of Observation:	
Post-Observation Conversation Date:	

+ What went well?	△ Challenges/Concerns

Rx <i>Next Steps</i> —if you were to teach this lesson again or conduct this activity again, what changes would you make?

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Teacher's Signature & Date

Evaluator's Signature & Date

5 Teacher Post-Observation Conference Reflection Guide

Teacher:	
Grade level/Subject(s):	
Name of Observer:	
Date of Formal Observation:	
Date of Post-Observation Reflection:	

The following questions are designed to guide and provide focus for the post-observation conversation. Please consider these questions as you reflect on the effectiveness of the observed performance. Use this **Post-Observation Reflection Guide** to jot down your thoughts.

You may choose to provide several samples of student work or other artifacts from the lesson observed (e.g., lesson plan, student handouts, formative assessment, etc.) to support this reflective conversation.

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

Bond County Community Unit #2
6 Teacher Summative Evaluation and Final Rating Document

Part 1: Demographics

Name: _____
Position: Choose an item. _____
Grade or Subject (if applicable): _____
Home School: Choose an item. _____
Evaluator: _____

Formal Observation

Dates of Pre-Observation Conference: _____
Dates of Formal Observation: _____
Dates of Post-Observation Reflection Conference: _____

Informal Observation

Dates of Informal Observations: _____

Evaluation Conclusion

Date of Pre-Summative Reflection Conference: _____
Date of Summative Evaluation Conference: _____

Signature of Evaluator Date

Signature of Teacher* Date

**My signature indicates that I have received a copy of the Summative Evaluation and Final Rating Document but does not indicate my agreement or disagreement with the conclusions.*

Part 2: Performance

DOMAIN RATINGS

To determine the overall rating of each *Domain*, the evaluator will consider the evidence obtained through observation and artifact review. Key factors in receiving an overall *Domain* rating are detailed in the charts below. Essential components within each domain are shown in **bold** type; performance on these “essentials” is further reviewed in calculating the overall rating (see Part 3).

To receive a Distinguished overall DOMAIN rating, you must have at least 2 <i>distinguished</i> component ratings and no unsatisfactory or basic ratings.			
Unsatisfactory	Basic	Proficient	Distinguished
None	None		2 or more

To receive a Proficient overall DOMAIN rating, you shall have no more than one <i>basic</i> component rating and no <i>unsatisfactory</i> rating.			
Unsatisfactory	Basic	Proficient	Distinguished
None	No more than 1		

To receive a Basic overall DOMAIN rating, you must have two or more <i>basic</i> component ratings and no more than one <i>unsatisfactory</i> rating.			
Unsatisfactory	Basic	Proficient	Distinguished
No more than 1	2 or more		

To receive an Unsatisfactory overall DOMAIN rating, you must have at least 2 <i>unsatisfactory</i> component ratings.			
Unsatisfactory	Basic	Proficient	Distinguished
2 or more			

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Knowledge of Content and Pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b: Demonstrating Knowledge of Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c: Setting Instructional Outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d: Demonstrating Knowledge of Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e: Designing Coherent Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f: Designing Student Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting Narrative and Evidence:				
Strengths:				
Opportunities for Growth:				
Domain 1 Overall Rating: Choose an item.				

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b: Establishing a Culture for Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c: Managing Classroom Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d: Managing Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e: Organizing Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting Narrative:				
Strengths:				
Opportunities for Growth:				
Domain 2 Overall Rating: Choose an item.				

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b: Questioning and Discussion Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c: Engaging Students in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d: Using Assessment in Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e: Demonstrating flexibility and responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting Narrative:				
Strengths:				
Opportunities for Growth:				
Domain 3 Overall Rating: Choose an item.				

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b: Maintaining Accurate Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c: Communicating with Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d: Participating in a professional community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e: Growing and Developing Professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f: Showing Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting Narrative:				
Strengths:				
Opportunities for Growth:				
Domain 4 Overall Rating: Choose an item.				

Part 3: Overall Rating

The final rating is determined by examining the overall rating of each domain as well as the rating of the identified essential components.

To receive an Excellent overall SUMMATIVE rating, you must have at least 1 <i>distinguished</i> domain rating; 2 <i>distinguished</i> essential component ratings and no unsatisfactory or basic ratings.			
DOMAIN RATINGS			
Unsatisfactory	Basic	Proficient	Distinguished
None	None		At least 1
ESSENTIAL COMPONENT RATINGS			
Unsatisfactory	Basic	Proficient	Distinguished
None	None		At least 2

To receive a Proficient overall SUMMATIVE rating, you shall have no more than 1 <i>basic</i> domain rating, no more than 1 <i>basic</i> essential component rating, and no unsatisfactory ratings.			
DOMAIN RATINGS			
Unsatisfactory	Basic	Proficient	Distinguished
None	No More Than 1		
ESSENTIAL COMPONENT RATINGS			
Unsatisfactory	Basic	Proficient	Distinguished
None	No More Than 1		

To receive a Needs Improvement overall SUMMATIVE rating, you shall have no more than 1 <i>unsatisfactory</i> domain rating and no more than 1 <i>unsatisfactory</i> essential component rating.			
DOMAIN RATINGS			
Unsatisfactory	Basic	Proficient	Distinguished
No More Than 1			
ESSENTIAL COMPONENT RATINGS			
Unsatisfactory	Basic	Proficient	Distinguished
No More Than 1			

To receive an Unsatisfactory overall SUMMATIVE rating, you must have received at least one <i>unsatisfactory</i> domain rating and 2 or more <i>unsatisfactory</i> essential component ratings.			
DOMAIN RATINGS			
Unsatisfactory	Basic	Proficient	Distinguished
1 or More			
ESSENTIAL COMPONENT RATINGS			
Unsatisfactory	Basic	Proficient	Distinguished
2 or More			

The chart below provides a summary of **your** domain and essential component ratings for this evaluation cycle:

DOMAIN RATINGS			
Unsatisfactory	Basic	Proficient	Distinguished
ESSENTIAL COMPONENT RATINGS			
Unsatisfactory	Basic	Proficient	Distinguished

The overall SUMMATIVE evaluation rating for this evaluation cycle is:

- Excellent
 Proficient
 Needs Improvement
 Unsatisfactory

Bond County Community Unit #2
Sample Artifacts for Certified Teachers

Introduction

The collection and presentation of artifacts can help provide information and evidence related to teaching practice. Certified staff members are encouraged to share artifacts with their evaluators at post-observation reflection conferences as well as the summative reflection conference near the end of the evaluation cycle.

Below you will find a list of sample artifacts that may be collected and shared with the evaluator. This list is not all-inclusive, but is meant to serve as an idea generator for the types of artifacts which may help the educator share evidence of professional practice.

Domain	Artifact Ideas
<p>Domain 1 Planning & Preparation</p>	<ul style="list-style-type: none"> • Cooperative learning strategies • Differentiated lessons/activities • Evaluations • Goal/Objective statements • Lesson plans • Self-assessment instruments • Student work samples • Teacher/class website • Tests tied to instructional plans • Unit Plans • List of resources used in a unit
<p>Domain 2 The Classroom Environment</p>	<ul style="list-style-type: none"> • Anecdotal records • Behavior charts • Behavior contracts • Bulletin boards and displays • Encouragement statements--written or oral or visual • Group or individual projects, display boards, interactive games • Written lesson objectives • Problem solving logs • Rewards lists/visuals/charts • Written classroom rules and discipline procedures • Visual displays of rules/expectations/consequences • Seating charts • Self-monitoring log or chart • Student work samples/oral presentations • Diagrams and/or photographs of room

<p>Domain 3 Instruction</p>	<ul style="list-style-type: none"> • Evaluations • Observation reports • Peer critiques • Performance assessments • Projects • Rubrics • Running Records • Self-assessment instruments • Bell ringers • Formative assessment plans and procedures • Simulated experiences • Student work with reflections on instructional impact and future planning • Quizzes and tests • Student achievement data • Handouts and worksheets • Reading lists • Video and/or audio records of student performances • Video and/or audio records of teaching
<p>Domain 4 Professional Responsibilities</p>	<ul style="list-style-type: none"> • 504/IEP/ELL records “system” • Accurate Permission slips/student required forms maintenance system • Anecdotal logs • Attendance system/records • Behavior contracts • Class web page or other electronic communication service • Emails/communication logs • Gradebook • Mailings/copies of letters/parent communications • Missing assignment list • Newsletters • Seating charts • Student portfolios/files • Syllabus • Workshops offered to staff • Leadership positions • Professional development • Parent and student surveys

Bond County Community Unit School District No. 2 Tenured Teacher Professional Development Plan

Introduction

The *Professional Development Plan* (PDP) is developed with the teacher to provide assistance in performance areas that are indicated as less than satisfactory. The process of developing the plan with the teacher will forge a common language to describe teaching best practices. It will also engage the teacher and administrators in a professional dialogue rather than just a critique of the teacher's performance. The PDP should address what we believe good teaching looks like.

Professional Development Plan

Staff development is an integral part of the evaluation process. A *Professional Development Plan* is designed as a guide for helping the teacher grow professionally. The plan must be developed with a teacher whose evaluation is determined to be "Needs Improvement." A date and time for the development of the plan shall be established between the evaluator and the teacher. This meeting must occur within 30 school days after the teacher in contractual continued service receives an evaluation rating of "Needs Improvement." The teacher shall be provided with an opportunity to review the plan, reflect on its content, and ask for clarification prior to the plan being finalized.

Professional development plans do not have a minimum or maximum length. The PDP can last until the teacher is evaluated in the next school year. Tenured teachers who have received a rating of "Needs Improvement" must be evaluated according to the guidelines set forth in the collective bargaining agreement during the school year following the creation of the PDP. Tenured teachers evaluated equal to or better than "proficient" must be reinstated to the regular tenured teacher evaluation cycle. For tenured teachers who are evaluated, in the year following the rating of "Needs Improvement," less than "proficient," the school district may rate the teacher's performance as "unsatisfactory" and start a remediation plan period.

The PDP must take into account the teacher's on-going professional responsibilities including his or her regular teaching assignments and shall contain:

- Performance Area(s) for Improvement (*Based on specific Danielson Evaluation Framework Domain/s and Component/s*)
- Goal(s)/Objectives(s)
- Resources, Activities, and Strategies
- Follow-up/Modification(s) (if needed)

Role/Responsibilities of the Evaluator

1. Seek input from the teacher regarding all aspects of the plan development.
2. Document meetings and observations contributing to the development and completion of the plan.
3. Provide\ suggest a variety of resources, strategies, activities to assist the teacher in meeting the needs of the plan.
4. Communicate with the teacher regarding progress toward completion of the plan.
5. Maintain a running record of progress of the developed plan and share this record with the teacher.

Responsibilities of the Staff Member

1. Provide input regarding the plan development.
2. Ask for clarification regarding all aspects of the plan developed.
3. Provide the evaluator with evidence of actions/activities completed (of which the evaluator may or may not be aware) that support the goals of the plan.
4. Maintain anecdotal notes such as a running record of items completed, if desired, and share this record with the evaluator.
5. Be open and flexible in implementing different and/or refined strategies in improving his/her teaching.
6. Be responsible for meeting deadlines, appointments, scheduled observations, and other timelines.

Bond County Community Unit School District No. 2
Tenured Teacher Professional Development Plan

Teacher's Name: _____ Evaluator: _____

School: Choose an item. Date of Needs Improvement Evaluation: _____

Performance Area(s) for Improvement (*Reference Evaluation Framework Domain and Component(s):*
 Goals/Objectives*

1. _____

Goal/Objective Addressed	Resources, Activities, Strategies	Person(s) Responsible	Indicators of Progress**

Follow-up/Modifications***

Plan Created (Date m/d/yyyy)	Teacher Initials	Evaluator Initials

*In this section be sure to list the Performance Area that each Goal/Objective is designed to address.

**Documentation should include dates of the completion/use of any strategy, resource, or activity and any artifacts, which can be attached to the end of this document, that support / demonstrates its use.

***Indicators of Progress should be given for follow-ups as well as rationale for modifications made to the plan.

Certified Teacher Evaluation Rubric

2013 Charlotte Danielson Framework Grid

The Evaluation Plan identifies 6 “essential” components for each certified district position. The importance of these components and the part they play in the final summative evaluation rating is outlined in the evaluation plan. The 6 essential components are highlighted in purple in the rubric that follows. The 6 essential components were selected through the collaborative work of the BCCU#2 Design Team.

Domain 1 for Certified Teachers: Planning and Preparation

L E V E L O F P E R F O R M A N C E

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>1a: Knowledge of Content and Pedagogy (content and structure of the discipline, prerequisite relationships, content-related pedagogy)</p>	<p>In planning and practice, the teacher makes content errors or does not correct errors made by students.</p> <p>The teacher displays little understanding of prerequisite knowledge important to student's learning of the content.</p> <p>The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p>The teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete.</p> <p>The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.</p> <p>The teacher demonstrates accurate understanding of prerequisite relationships among topics.</p> <p>The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.</p>	<p>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.</p> <p>The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensures understanding.</p> <p>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</p>
<p>1b: Demonstrating Knowledge of Students (child and adolescent development; learning process; students' skills, knowledge, and language proficiency; students' interest and cultural heritage; students' special needs)</p>	<p>The teacher demonstrates minimal understanding of how students learn- and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages- and does not indicate that such knowledge is valuable.</p>	<p>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 whole.</p>	<p>The teacher understands the active nature of student learning and attains information about levels of development for groups of students.</p> <p>The teacher also purposefully seeks knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p>	<p>The teacher understands the active nature of student learning and attains information about levels of development for individual students.</p> <p>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.</p>

DOMAIN 1 FOR CERTIFIED TEACHERS: PLANNING AND PREPARATION (*continued*)

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>1c: Setting Instructional Outcomes (value, sequence, and alignment; clarity; balance; suitability for diverse students)</p>	<p>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as outcomes for learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor.</p> <p>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration.</p> <p>Outcomes, based on global assessments of student learning, are suitable for most of students in the class.</p>	<p>Most outcomes represent rigorous and important learning in the discipline.</p> <p>Instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes are differentiated, in whatever way is needed, for different groups of students.</p>	<p>All outcomes represent high-level learning in the discipline.</p> <p>The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration.</p> <p>Outcomes are differentiated, in whatever way is needed, for individual students.</p>
<p>1d: Demonstrating Knowledge of Resources (for classroom use, to extend content knowledge and pedagogy, for students)</p>	<p>The teacher is unaware 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.</p>	<p>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.</p>	<p>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.</p>	<p>The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through school or district, in the community, through professional organizations and universities, and on the Internet.</p>

DOMAIN 1 FOR CERTIFIED TEACHERS: PLANNING AND PREPARATION (*continued*)

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>1e: Designing Coherent Instruction (Learning Activities, instructional materials and resources, instructional groups, lesson and unit structure)</p>	<p>Learning activities are poorly aligned with the instructional outcomes and do not follow an organized progression.</p> <p>The activities 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.</p>	<p>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.</p> <p>The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.</p>	<p>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students.</p> <p>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.</p>	<p>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</p> <p>Learning activities are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.</p>
<p>1f: Designing Student Assessments (congruence with instructional outcomes; criteria and standards, design of formative assessments, use for planning)</p>	<p>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed.</p> <p>The teacher has no plan to incorporate formative assessment in the lesson or unit.</p>	<p>Assessment procedures are partially congruent with instructional outcomes.</p> <p>Assessment criteria and standards have been developed, but they are not clear</p> <p>The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</p>	<p>All of the instructional outcomes may be assessed by the proposed assessment plan, assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p>	<p>All of 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.</p> <p>Assessment methodologies have been adapted for individual students as the need has arisen.</p> <p>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</p>

Domain 2 for Certified Teachers: The Classroom Environment

L E V E L O F P E R F O R M A N C E

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>2a: Creating an Environment of Respect and Rapport (interactions with students, including both words and actions; student interactions with other students, including both words and actions)</p>	<p>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.</p> <p>Teacher does not deal with disrespectful behavior.</p>	<p>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.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>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.</p> <p>Interactions among students are generally polite and respectful, and students exhibit respect for the teacher.</p> <p>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.</p>	<p>Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals.</p> <p>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.</p>
<p>2b: Establishing a Culture for Learning (importance of the content and of learning, expectations for learning and achievement, student pride in work)</p>	<p>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.</p> <p>Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for lonely one or two students.</p>	<p>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 completion of a task rather than quality of the work.</p> <p>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.</p>	<p>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.</p> <p>Students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning, hard work, and the precise use of language.</p>	<p>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning.</p> <p>The teacher conveys high expectations for learning by all students and insists on hard work;</p> <p>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers in their precise use of language.</p>

Domain 2 for Certified Teachers: The Classroom Environment (CONTINUED)

L E V E L O F P E R F O R M A N C E

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>2c: Managing Classroom Procedures (of instructional groups, of transitions, of materials and supplies, of non-instructional duties)</p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures.</p> <p>There is little or no evidence of the teacher's managing instructional groups and transitions, and/or handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines</p>	<p>Some instructional time is lost due to partially effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups and transitions, and/or the handling of materials and supplies, or both are inconsistent, leading to some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized due to efficient and seamless classroom routines and procedures.</p> <p>Students take initiative in the management of instructional groups transitions, and/or the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p>
<p>2d: Managing Student Behavior (expectations, monitoring of student behavior, response to student misbehavior)</p>	<p>There appear to be no established standards of conduct, or students challenge them.</p> <p>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.</p> <p>The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.</p>	<p>Student behavior is entirely appropriate.</p> <p>Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct.</p> <p>Teacher monitoring of student behavior is subtle and preventative.</p> <p>The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>

Domain 2 for Certified Teachers: The Classroom Environment (CONTINUED)

L E V E L O F P E R F O R M A N C E

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>2e: Organizing Physical Space (safety and accessibility, arrangement of furniture and use of physical resources)</p>	<p>The classroom environment is unsafe, or learning is not accessible to many.</p> <p>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.</p> <p>The teacher makes modest use of physical resources, including computer technology.</p> <p>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 ensure that the furniture arrangement is appropriate to the leaning 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.</p> <p>The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Students contribute to the use or adaptation of the physical environment to advance learning.</p>

Domain 3 for Certified Teacher: Instruction

L E V E L O F P E R F O R M A N C E

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>3a: Communicating with Students (Expectations for learning, directions and procedures, explanations of content, use of oral and written language)</p>	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use.</p> <p>The teacher's spoken or written language contains errors of grammar or syntax.</p> <p>The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>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.</p> <p>The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently.</p> <p>Teacher's spoken language is correct; but uses vocabulary that is either limited, or not fully appropriate to the students' ages or background. The teacher rarely takes opportunities to explain academic vocabulary.</p>	<p>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.</p> <p>Teacher's explanation of content is scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement.</p> <p>Teacher's spoken and written language is clear and correct and is suitable to students' age and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.</p>	<p>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests.</p> <p>Students contribute to the extending the content by explaining concepts to their classmates and suggesting strategies that may be used.</p> <p>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.</p>

Domain 3 for Certified Teacher: Instruction (CONTINUED)

L E V E L O F P E R F O R M A N C E

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>3b: Questioning and Discussion Techniques (Quality of questions/prompts, discussion techniques, student participation)</p>	<p>Teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession.</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning.</p> <p>A few students participate in the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved.</p> <p>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.</p>	<p>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding.</p> <p>Teacher creates a genuine discussion among students, providing adequate time for student to respond and stepping aside when doing so is appropriate.</p> <p>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.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</p> <p>Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions.</p> <p>Student themselves ensure that all voices are heard in the discussion.</p>
<p>3c: Engaging Students in Learning (activities and assignments, grouping of students, instructional materials and resources, structure and pacing)</p>	<p>The learning tasks/ activities, materials, resources are poorly aligned with the instructional outcomes or require only rote responses, with only one approach possible.</p> <p>The groupings of students are unsuitable to the activities.</p> <p>The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>	<p>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.</p> <p>The groupings of students are moderately suitable to the activities.</p> <p>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."</p>	<p>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.</p> <p>The groupings of students are suitable to the activities.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>The lesson has 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.</p>

Domain 3 for Certified Teacher: Instruction (CONTINUED)

L E V E L O F P E R F O R M A N C E

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>3d: Using Assessment in Instruction (assessment criteria, monitoring of student learning, feedback to students, student self-assessment and monitoring of progress)</p>	<p>Students do not appear to be aware of the assessment criteria, and there is little to no monitoring of student learning; feedback is absent or of poor quality.</p> <p>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.</p> <p>Questions and assessments are rarely used to diagnose evidence of learning.</p> <p>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 groups of students.</p> <p>Questions and assessments are regularly used to diagnose evidence of learning.</p> <p>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</p> <p>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria</p> <p>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.</p> <p>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 (lesson adjustment, response to students, persistence)</p>	<p>Teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success.</p> <p>The teacher makes no attempt to adjust the lesson even when students don't understand the content.</p>	<p>Teacher accepts responsibility for the success of all students, but has only a limited repertoire of strategies to use.</p> <p>Adjustment of the lesson in response to assessment is minimal or ineffective.</p>	<p>The teacher successfully accommodates students' questions and interests.</p> <p>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for the 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 student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.</p> <p>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 Certified Teacher: Professional Responsibilities

L E V E L O F P E R F O R M A N C E

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>4a: Reflecting on Teaching (accuracy, use in future teaching)</p>	<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson.</p> <p>The teacher has no suggestions for how a lesson could be improved.</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>The teacher makes general suggestions about how a lesson could be improved.</p>	<p>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</p> <p>The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>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 weighting the relative strengths of each.</p> <p>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>
<p>4b: Maintaining Accurate Records (student completion of assignments, student progress in learning, non-instructional records)</p>	<p>The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>The teacher's records for non-instructional activities are in disarray, the result being errors and confusion.</p>	<p>The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.</p>	<p>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p>	<p>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p> <p>Students contribute information and participate in maintaining the records.</p>

Domain 4 for Certified Teacher: Professional Responsibilities (CONTINUED)

L E V E L O F P E R F O R M A N C E

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>4c: Communicating with Families</p>	<p>The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal.</p> <p>The teacher does not respond, or responds insensitively, to parental concerns.</p>	<p>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.</p> <p>Moreover, the communication that does take place may be culturally sensitive to those families.</p>	<p>The teacher provides frequent and appropriate information to families about the instructional program and conveys the information about individual student progress in a culturally sensitive manner.</p> <p>The teacher makes some attempts to engage families in the instructional program.</p>	<p>The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication.</p> <p>The teacher responds to family concerns with professional and cultural sensitivity.</p> <p>The teacher's efforts to engage families in the instructional program are frequent and successful.</p>
<p>4d: Participating in a professional community</p>	<p>The teacher's relationships with colleagues are negative or self-serving.</p> <p>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>Teacher avoids becoming involved in school events or school and district projects.</p>	<p>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>The teacher participates in school's culture of professional inquiry when invited to do so.</p> <p>The teacher participates in school events and school and district projects when specifically asked.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry.</p> <p>The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</p> <p>The teacher takes a leadership role in promoting a culture of professional inquiry.</p> <p>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.</p>

DOMAIN 4 FOR CERTIFIED TEACHER: PROFESSIONAL RESPONSIBILITIES (CONTINUED)

L E V E L O F P E R F O R M A N C E

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>4e: Growing and Developing Professionally</p>	<p>The teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>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.</p> <p>The teacher engages in a limited way with colleagues and supervisors in a professional conversation about practice, including some feedback on teaching performance.</p> <p>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.</p> <p>The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice.</p> <p>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.</p> <p>The teacher solicits feedback on practice from both supervisors and colleagues.</p> <p>The teacher initiates important activities to contribute to the profession.</p>
<p>4f: Showing Professionalism</p>	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.</p> <p>The teacher makes decisions and recommendations based on self-serving interests.</p> <p>The teacher does not comply with school and district regulations.</p>	<p>The teacher is honest in interactions with colleagues, students, and the public.</p> <p>The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school.</p> <p>The teacher's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>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.</p> <p>The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>The teacher maintains an open mind in team or departmental decision making.</p> <p>Teacher complies fully with school and district regulations.</p>	<p>The teacher can be counted on to hold to the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.</p> <p>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.</p> <p>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.</p> <p>Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>