



TEACHER PERFORMANCE EVALUATION SYSTEM

WASHOE COUNTY SCHOOL DISTRICT

A Collaborative Project of the Teacher Evaluation Task Force, the Teachers, and the Administrators
of the Washoe County School District
775-348-0321

*"What gets measured gets done. Measurement is the heart of any improvement process.
It must begin at the outset of the program, be visible, and done by the natural work group itself."*

Tom Peters, *In Search of Excellence*

Name of Teacher: _____

Name of School: _____



WCSD Human Resources Division Teacher Evaluation Tracks for Continuous Growth

<p>Track I NOVICE/INDUCTION</p> <p>Purpose: To support the inductee in learning the performance standards of the profession an/or District</p>	<p>Track II Standard</p> <p>Follows the protocol of teacher with evaluator doing goal setting, planning conference, observation, reflecting conference, all based on specific domains.</p>	<p>Track II (Standard or Growth Option) POST-PROBATIONARY PROFESSIONAL</p> <p>Following the regular three year cycle of Major, Minor, Minor evaluations. Major evals focus on 2 domains, Minors focus on 1 domain.</p> <p>Purpose: To provide the post-probationary teachers a structured, supportive, and collaborative environment for enhancing their on-going personal professional growth, ensuring that all staff continues to meet the standards for professional practice.</p>	<p>Track III FOCUSED PROFESSIONAL ASSISTANCE</p> <p>Purpose: To provide organizational support and assistance to teachers who are not meeting the standards for professional practice.</p>
<p>Evaluation is based on the four Domains of Teaching</p>	<p>Track II Professional Growth Option</p> <p>Follows the protocol of teacher-driven goals relating to domains, aligned with action plans in any of the following:</p> <ul style="list-style-type: none"> * Action Research * Mentoring a New Teacher * Peer Coaching * National Boards Certification Process * Self-Directed Professional Growth * Lead Teacher for Student Intern 	<p>For experienced teachers who:</p> <ul style="list-style-type: none"> * are post-probationary and have taught in the district for 5 years * are approved by the site administrator for this OPTION * have received at least on satisfactory major evaluation on the Framework system, with no Level One ratings * option must be related to two domains in Major year, one in Minor year * may continue in this Track II Option with the approval of the administrator 	<p>This is an intensive evaluation period that focuses on components from all four Domains that are not in the satisfactory performance range.</p> <p>Note: Area Superintendent approval required BEFORE a teacher moves to Track III.</p>
<p>For teachers new to the profession or the District, in the 1st or 2nd probationary year.</p>	<p>For teachers:</p> <ul style="list-style-type: none"> * in their 1st post-probationary year OR * are post-probationary * principal's discretion: teacher may continue on the Standard evaluation protocol 	<p>For any teacher whose performance at any point does not meet the Level 1 performance criteria in any of the four Domains of Teaching, or who has failed to make adequate progress toward identified goals,</p> <p style="text-align: center;">OR</p> <p>any teacher who received an <i>Unsatisfactory</i> overall evaluation for the previous evaluation period. Teachers on this track are held here until all objectives of the Focused Assistance Plan are met at a satisfactory level.</p>	<p>For any teacher whose performance at any point does not meet the Level 1 performance criteria in any of the four Domains of Teaching, or who has failed to make adequate progress toward identified goals,</p> <p style="text-align: center;">OR</p> <p>any teacher who received an <i>Unsatisfactory</i> overall evaluation for the previous evaluation period. Teachers on this track are held here until all objectives of the Focused Assistance Plan are met at a satisfactory level.</p>



TEACHER PERFORMANCE STANDARDS

Four Domains of Teaching with 23 components and 68 Elements

<p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none">a. Demonstrating Knowledge of Content and Pedagogyb. Demonstrating Knowledge of Studentsc. Selecting Instructional Goalsd. Demonstrating Knowledge of Resourcese. Designing Coherent Instructionf. Assessing Student Learning	<p>Domain 2: The Classroom Environment</p> <ul style="list-style-type: none">a. Creating an Environment of Respect and Rapportb. Establishing a Culture for Learningc. Managing Classroom Proceduresd. Managing Student Behaviore. Organizing Physical Space
<p>Domain 3: Instruction</p> <ul style="list-style-type: none">a. Communicating Clearly and Accuratelyb. Using Questioning and Discussion Techniquesc. Engaging Students in Learningd. Providing Feedback to Studentse. Demonstrating Flexibility and Responsivenessf. <i>Using Student Assessment Data</i>	<p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none">a. Reflecting on Teachingb. Maintaining Accurate Recordsc. Communicating with Familiesd. Contributing to the School and Districte. Growing and Developing Professionallyf. Showing Professionalism

A Continuous Improvement Model

"Improving the quality of instruction is the only way to improve overall student achievement. Teacher quality is the single most accurate indicator of a student's performance in school."
William Sanders and June Rivers, *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement*, 1996.

This Teacher Performance Evaluation Process was a collaborative effort of the teachers' and administrators' associations, and approximately 1800 teachers who were involved in a two year field-test. The Teacher Evaluation Task Force faced the challenge of designing a system that would simultaneously encourage professional growth, ensure the quality of teaching, and meet the requirements of state law. The group sought to create a process that would provide a common set of expectations (teacher performance standards), foster self-reflection, self-modification, and self-renewal of teachers, allow teachers to assume greater responsibility for their personal professional growth, encourage professional conversation among teachers and administrators, and be rewarding and worthwhile for all educators involved.

This system, based on *Enhancing Professional Practice: A Framework for Teaching*, by Charlotte Danielson, (ASCD, 1996), provides two essential elements of an effective evaluation process. 1) A research-based, clear definition of the knowledge base on teaching (what a teacher should know and be able to do) including standards for acceptable performance, and 2) Techniques and procedures for assessing all aspects of teaching. Both of these essentials must be supported by ongoing training for both teachers and administrators as they refine their skills.

This packet contains the Standards for Professional Practice for teachers. It is organized into four Domains of Teaching, 22 Components, and 68 Elements. For each of the components, there is a *rubric*, which specifies the expected teaching behavior, and describes that expectation as: unsatisfactory, target for growth, proficient, or area of strength. NOTE: When you see *italics* in the rubric statements, it indicates that WCSD made changes in the original language used by Danielson's book. Those changes were made in response to feedback from WCSD staff who participated in the field-test.

Some features of this system are:

- It encourages self-reflection and self-modification by the teacher, and collegial talk about the art and craft of teaching between teacher and evaluator.
- It recognizes the broader scope of the teacher's responsibilities that occur outside the classroom and the school day, and allows a wider range of artifacts and evidence as data sources for both the teacher and evaluator (in addition to data collected in classroom observations).

The processes that make up this system, designed to foster continuous growth for teachers, closely parallel the processes in a **feedback spiral** as described by Art Costa and Bena Kallick, *Assessment in the Learning Organization* (ASCD 1995). As you examine the feedback spiral that has been included at the end of this packet, notice how the steps invite the users to analyze and interpret the results of their actions, and then to modify future actions to more closely achieve the goals.

Continuous growth and improvement have a positive effect on the individuals and the system they work within. Good luck as you continue to pursue excellence at a personal level, and thank you for the improvement in student achievement and well being that results.

Washoe County School District
Lynn Sawyer, Coordinator of Professional Development
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1ST YEAR PROBATIONARY TEACHER

Observations Required	Evaluation Period	Domains	Minimum Standards
Minimum of 2 formal observations per evaluation period, * <i>plus one of the following:</i> Additional observations of non-teaching events could also provide data, such as: IEP meetings, parent conferences, department meetings. Artifacts such as lesson plans, portfolios, study guides, etc., could also provide information. These are NOT to be used in lieu of formal observations.	Evaluation I December 1	Domain 1 Choice of Domain 2 or 3	70% or above at Level 1; anything less is unsatisfactory rating. 70% = <i>of the elements in Domains selected</i>
	Evaluation II February 1	Domain 1 and choice from first evaluation (rating only if status maintained or improved) Choice of Domain 2 or 3	Achieve proficiency in components/elements not met <i>by</i> December. 85% of elements at Level 1 or above; anything less is unsatisfactory. 85% = <i>of the elements in Domains selected</i>
	Evaluation III April 1	Domains 1, 2 & 3 (rating only if status maintained or improved) Domain 4	100% at Level 1 in all 4 domains; anything less is unsatisfactory, resulting in 2nd year of probationary status. 100% = 68 Elements
Total: 68 Elements			

2ND YEAR PROBATIONARY TEACHER

Observations Required	Evaluation Period	Domains	Minimum Standards
Minimum of 2 formal observations per evaluation period, * <i>plus one of the following:</i> Additional observations of non-teaching events could also provide data, such as: IEP meetings, parent conferences, department meetings. Artifacts such as lesson plans, portfolios, study guides, etc., could also provide information. These are NOT to be used in lieu of formal observations.	Evaluation I December 1	2 Domains needing specific focus	100% of elements at Level 1; anything less is unsatisfactory.
	Evaluation II February 1	Remaining 2 Domains	100% of elements at Level 1; anything less is unsatisfactory.
	Evaluation III April 1	Concentrate on specific components/ elements needing focus. All 4 Domains	100% of all elements at Level 1; anything less is unsatisfactory plus non-renewal.

NOTE: Teachers will have a major evaluation during their first post-probationary year, which begins the 3-year cycle of major, minor, minor. This system provides for a minimum of 6 formal observations per probationary year, and 3 other ways of data collection.

POST-PROBATIONARY MAJOR
(Teachers who were in probationary status the previous year, or veteran teachers on the schedule)

Observations Required	Domains Required	Minimum Standards
Minimum 3 over the year. Formal. One of the 3 may be a non-classroom event*, but does include pre- and post-conference and observation.** At least one observation should occur before February 1.	Two domains 1 chosen by teacher 1 chosen by administrator	Minimum of Level 1 on all components. Goal: Move any Level 1 elements from previous year to Level 2 or 3. Results in one written evaluation on April 1. Anything less than Level 1 in all chosen elements equals unsatisfactory evaluation. (Teachers should have advanced notice of concerns with specific steps for improvement and a specific time frame.)

*Could include: Other assigned duties (not extra duty for negative comments); field trips; parent conferences/IEP's; presentations to staff; professional activities.

**Certified staff who do not work in the classroom (i.e., special programs such as physical therapy, speech therapy, etc.) may have 3 observations that are not classroom events. Some domains, components and elements may be "not applicable" to certain certified staff, and may be waived with rationale given.

POST-PROBATIONARY MINOR (1)

Observations Required	Domains Required	Minimum Standards
Minimum of 1 formal per year. Not limited to classroom events, but does include pre and post conference and observation.	1 domain not chosen in previous year, to be determined by goals set during previous major evaluation.	Minimum of Level 1 on all components. Goal: Move to next level in majority of components. Results in one written evaluation on April 1. Anything less than Level 1 in all elements equals unsatisfactory evaluation.

POST-PROBATIONARY MINOR (2)

Observations Required	Domains Required	Minimum Standards
Minimum of 1 formal per year. Not limited to classroom events, but does include pre and post conference and observation.	1 remaining domain not focused on in the previous 2 years.	Minimum of Level 1 on all components. Goal: Move to next level in majority of components. Results in one written evaluation on April 1. Anything less than Level 1 in all elements equals unsatisfactory evaluation.

Note: See your administrator for information about the Post-probationary "Self-Directed Growth Option" that some teachers may choose during their minor evaluation years.

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TEACHER'S YEARLY GOAL SHEET			
Name: _____ Date: _____ School: _____ Grade Level/Subject Area: _____ <p style="text-align: center;">Please set 1-3 goals ONLY in the targeted Domains</p>			
DOMAIN: <hr style="width: 50px; margin-left: 0;"/> Targeted Components:	Teacher's goal(s) stated in terms of performance outcomes: (1-3 per Domain) <hr/> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> STRATEGIES: What teacher will do to achieve goal(s)? </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> Sources of Data/Proof/Evidence </td> </tr> </table>	STRATEGIES: What teacher will do to achieve goal(s)?	Sources of Data/Proof/Evidence
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WASHOE COUNTY SCHOOL DISTRICT

TEACHER'S PRE-OBSERVATION PLANNING RECORD

Name: _____ Date: _____ Observation No. _____

School: _____ Goal/Domain _____ Grade Level/Subject Area: _____

<p>1. Briefly describe the students in this class, including those with special needs. <i>(Component 1b)</i></p>	<p>6. How do you plan to engage students in the content? What will you do? What will the students do? <i>(Component 1e)</i></p>
<p>2. What are your goals and objectives for students for this lesson? What do you want the students to know and be able to do? <i>(Component 1c)</i></p>	<p>7. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? <i>(Component 1a)</i></p>
<p>3. Why are these goals suitable for this group of students? <i>(Component 1c)</i></p>	<p>8. What instructional materials or other resources, if any, will you use? <i>(Component 1d)</i></p>
<p>4. How do these goals support the district's content and performance standards? <i>(Components 1a and 1c)</i></p>	<p>9. How do you plan to assess student achievement of the goals? What data will you collect? (Attach any tests or performance tasks, with accompanying scoring guides or rubrics.) <i>(Component 1f)</i></p>
<p>5. How do these goals relate to broader curriculum goals in the discipline as a whole? <i>(Component 1c)</i></p>	<p>10. How do you plan to make use of the results of the assessment? <i>(Component 1f)</i></p>

Please use the back of this page to share any other relevant information.



WASHOE COUNTY SCHOOL DISTRICT

Track II Professional Development

Self-Directed Growth Plan

(Teacher and Administrator both keep a copy)

Name: _____ Development Date: _____

Approved By: _____
(Evaluator Signature)

Option Selected:

- Action Research
- Mentoring a New Teacher
- Peer Coaching
- National Boards Certification Process
- Self-Directed Professional Growth
- Lead Teacher for Student Intern

Please indicate which domain(s) your plan supports:

- Domain 1: Planning & Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

Goal(s)	Planned Results/Outcomes	Implementation Strategies/Activities/Outcomes



Self-Directed Growth Plan

Track II Professional Development

(Teacher and Administrator both keep copies)

Name: _____ Date of Summative Review: _____

Evaluator Signature: _____

Note: The evaluator signs here to indicate that the Growth Plan has been completed satisfactorily. This two-page plan can be attached to the formal written evaluation to be submitted to the Human Resources Division.

**Indicator(s) of Success
(Data)**

**Summary/Teacher's Self-reflection
Notes**

WASHOE COUNTY SCHOOL DISTRICT

DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Demonstrating Knowledge of Content and Pedagogy

TEACHER NAME: _____

SCHOOL YEAR: _____

LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Knowledge of Content	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
Knowledge of Prerequisite Relationships*	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
Knowledge of Content-Related Pedagogy**	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher implements a repertoire of pedagogical practices based on current research, and displays continuing search for best practice and anticipates student misconceptions.

Related Goals:

*Prerequisite relationships: This is referring to a "dependent sequence," or order, that assists students' understanding, i.e., socks before shoes, place value before addition and subtraction.
 **Content-Related Pedagogy: Teaching strategies closely aligned and supporting content outcomes, i.e., foreign language teachers who use the appropriate accent, and physical education teachers who demonstrate skills rather than telling about them.

WASHOE COUNTY SCHOOL DISTRICT

DOMAIN 1: PLANNING AND PREPARATION
Component 1b: Demonstrating Knowledge of Students

TEACHER NAME: _____
SCHOOL YEAR: _____

LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Knowledge of Characteristics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
Knowledge of Students' Varied Approaches to Learning*	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays general understanding of the different approaches to learning that students exhibit, <i>and includes a limited variety in lesson planning.</i>	Teacher displays solid understanding of the different approaches to learning that different students exhibit <i>and occasionally uses those approaches.</i>	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning, <i>as an integral part of their instructional planning repertoire.</i>
Knowledge of Students' Skills and Knowledge	Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs.
Knowledge of Students' Interests and Cultural Heritage	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student.

Related Goals:

*Refer to Danielson book, pg. 65.

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TEACHER NAME: _____
SCHOOL YEAR: _____

DOMAIN 1: PLANNING AND PREPARATION
Component 1c: Selecting Instructional Goals*

LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Value (Instructional goals that align with district standards, and are essential to the discipline being taught.)	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning, and are not grounded in district's content standards.	Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning. <i>If applicable, the goals are an integral part of prescribed intervention programs (such as SFA, Reading Recovery, etc.)</i>	Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards. <i>If applicable, the goals are an integral part of prescribed intervention programs (such as SFA, Reading Recovery, etc.)</i>
Clarity (Goals stated as student learning that is assessable.)	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the goals are clear but may include a few activities. Most permit viable methods of assessment.	All the goals are clear, written in the form of student learning, and permit viable methods of assessment.
Suitability for Diverse Students	Goals are not suitable for the diversity, ages, developmental levels, prior knowledge, or backgrounds of class members.	Most of the goals are suitable for most students in the class.	All the goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups.
Balance (Goals balance factual knowledge with conceptual understanding, and longer units include reasoning, social & communication skills.)	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration.	Goals balance many different types of learning, and may include student initiative in establishing learning goals.

Related Goals:

* Refer to "Skillful Teacher" nested objectives, p. 406. See addendum at end of packet.

WASHOE COUNTY SCHOOL DISTRICT

TEACHER NAME: _____ DOMAIN 1: PLANNING AND PREPARATION
 SCHOOL YEAR: _____ Component 1d: Demonstrating Knowledge of Resources

LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Resources for Teaching	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness <i>or use</i> of resources available through the school or district.	Teacher is fully aware of resources available through the school or district <i>and makes use of them regularly.</i>	In addition to being aware of school and district resources, teacher actively seeks <i>and uses</i> other materials to enhance instruction, for example, from professional organizations or through the community.
Resources for Students	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community <i>and assists students in gaining access.</i>

Related Goals:

WASHOE COUNTY SCHOOL DISTRICT

DOMAIN 1: PLANNING AND PREPARATION
Component 1e: Designing Coherent Instruction

TEACHER NAME: _____
SCHOOL YEAR: _____

LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Learning Activities	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
Instructional Materials and Resources	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning. Students <i>may</i> participate in selecting or adapting materials.
Instructional Groups	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. Students <i>may</i> have choices in selecting different patterns of instructional groups.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic. <i>Plans are not in written form.</i>	The <i>written</i> lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. <i>Some</i> time allocations are unreasonable and <i>teacher occasionally makes effective adjustments.</i>	The <i>written</i> lesson or unit has a clearly defined structure that activities are organized around. <i>Most</i> time allocations are reasonable.	The <i>written</i> lesson's or unit's structure is clear and <i>teacher makes adjustments</i> for different pathways according to student needs. <i>Parts of the unit support the whole, time allocations are reasonable, and congruent to learning outcomes.</i>

Related Goals:

WASHOE COUNTY SCHOOL DISTRICT

DOMAIN 1: PLANNING AND PREPARATION
Component 1f: Assessing Student Learning

TEACHER NAME: _____
SCHOOL YEAR: _____

LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Congruence with Instructional Goals	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through <i>congruent assessment methods</i> , but many are not.	All the instructional goals are nominally assessed through a <i>variety of assessments</i> , but the approach is more suitable to some goals than to others.	The <i>teacher's formal and informal assessments are</i> completely congruent with the instructional goals, both in content and process.
Criteria and Standards	The <i>teacher's</i> proposed <i>assessment</i> approaches contain no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been communicated to students.	Assessment criteria and standards are clear and have been communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. Students <i>may have</i> contributed to the development of the criteria and standards.
Use for Planning	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	<i>Teacher uses assessment results to plan for individuals and groups of students.</i> Students are aware of how they are meeting the established standards and participate in planning the next steps.

Related Goals:

WASHOE COUNTY SCHOOL DISTRICT

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2a: Creating an Environment of Respect and Rapport

TEACHER NAME: _____
SCHOOL YEAR: _____

LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Teacher has established a climate in which students do not demonstrate negative behavior toward one another.	Teacher has established a climate in which students do not demonstrate negative behavior toward one another. Student interactions are generally polite and respectful.	Teacher has fostered an environment in which students demonstrate genuine caring for one another as individuals and as students.

Related Goals:

WASHOE COUNTY SCHOOL DISTRICT

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 2: THE CLASSROOM ENVIRONMENT
 Component 2b: Establishing a Culture for Learning

LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Importance of the Content	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate <i>apparent buy-in</i> .	<i>Because teacher conveys genuine enthusiasm for the subject</i> , students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of the work.	Students accept teacher insistence of work of high quality and demonstrate pride in their work.	Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.
Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement. <i>These high expectations are based on district academic standards, and/or specified intervention programs.</i>	Both student and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students. <i>These high expectations are based on district academic standards, and/or specified intervention programs.</i>

Related Goals:

WASHOE COUNTY SCHOOL DISTRICT

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 2: THE CLASSROOM ENVIRONMENT
 Component 2c: Managing Classroom Procedures

LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged <i>most of the times</i> .	Groups working independently are productively engaged with <i>all</i> students assuming responsibility for productivity, <i>and maintaining momentum without need for continuous monitoring.</i>
Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
Management of Materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
Performance of Non-instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing noninstructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of Volunteers and Paraprofessionals*	Volunteers and para- professionals have no clearly defined duties or do nothing most of the time.	Volunteers and para- professionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and para- professionals are productively and independently engaged during the entire class.	Volunteers and para- professionals make a substantive contribution to the classroom environment.

Related Goals:

*This element does not apply to teachers who do not have volunteers and/or paraprofessionals.

WASHOE COUNTY SCHOOL DISTRICT

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 2: THE CLASSROOM ENVIRONMENT
 Component 2d: Managing Student Behavior

LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and <i>may</i> have been developed with student participation.
Monitoring of Student Behavior	Student behavior is not monitored, and the teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times <i>and employs strategies that maintain student attention or momentum.</i>	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to Student Misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Related Goals:

WASHOE COUNTY SCHOOL DISTRICT

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 2: THE CLASSROOM ENVIRONMENT
 Component 2e: Organizing Physical Space

LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Safety and Arrangement of Furniture	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited success.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and <i>both teacher and students may</i> adjust the furniture to advance their purposes in learning.
Accessibility to Learning and Use of Physical Resources	Teacher uses physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.

Related Goals:

WASHOE COUNTY SCHOOL DISTRICT

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 3: INSTRUCTION
 Component 3a: Communicating Clearly and Accurately

LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Directions and Procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoke or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

Related Goals:

WASHOE COUNTY SCHOOL DISTRICT

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 3: INSTRUCTION
 Component 3b: Using Questioning and Discussion Techniques

LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Quality of Questions	Teacher's questions are virtually all of poor quality*	Teacher's questions are a combination of low and high quality. Only some invite a response.	Most of teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students <i>may</i> formulate many questions.
Discussion Techniques	Interaction between teacher and students is predominately recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side.	<i>Teacher guides</i> students in assuming considerable responsibility for the success of the discussion, initiating topics and <i>making</i> unsolicited contributions.
Student Participation	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages <i>most students</i> in the discussion.	Teacher successfully engages all students in the discussion and students <i>may encourage and honor the participation of others</i> .

Related Goals:

*Refer to Danielson book, pg. 92

WASHOE COUNTY SCHOOL DISTRICT

TEACHER NAME: _____
SCHOOL YEAR: _____

DOMAIN 3: INSTRUCTION
Component 3c: Engaging Students in Learning

LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Representation of Content	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality: Some is done skillfully, with good examples; other portions are difficult to follow.	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate and links well with students' knowledge and experience. Students <i>may</i> contribute to representation of content.
Activities and Assignments	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students <i>may</i> initiate or adapt activities and projects to enhance understanding.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to their own purposes.

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WASHOE COUNTY SCHOOL DISTRICT

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 3: INSTRUCTION
 Component 3c: Engaging Students in Learning

ELEMENT	LEVEL OF PERFORMANCE			AREA OF STRENGTH/LEVEL 3
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	
Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is <i>consistent and adapted if needed to be</i> appropriate for all students.

Related Goals:

WASHOE COUNTY SCHOOL DISTRICT

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 3: INSTRUCTION
 Component 3d: Providing Feedback to Students

ELEMENT	LEVEL OF PERFORMANCE			AREA OF STRENGTH/LEVEL 3
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	
Quality: Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality: Some elements of high quality are present; others are not.	Feedback is consistently high quality.	Feedback is consistently high quality. Provision is made for students to learn to use feedback in their learning.
Timeliness	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

Related Goals:

WASHOE COUNTY SCHOOL DISTRICT

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 3: INSTRUCTION
 Component 3e: Demonstrating Flexibility and Responsiveness

ELEMENT	LEVEL OF PERFORMANCE			AREA OF STRENGTH/LEVEL 3
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	
Lesson Adjustment	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.
Response to Students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

Related Goals:

WASHOE COUNTY SCHOOL DISTRICT

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 3: INSTRUCTION
 Component 3f: Using Student Assessment Data

LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Criteria and Standards as Expectations for Student Performance	The teacher's proposed assessment approaches contain no clear criteria or relationship to district's standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been communicated to students.	Assessment criteria and standards are clear and students are aware of the criteria.	Assessment criteria and standards are clear and have been clearly communicated to students. Teacher uses assessments that are directly correlated to the district's adopted academic content standards
Connecting Assessment Data to Instructional Decisions	Lessons and activities are not based on needs revealed through either informal or formal assessments.	Lessons and activities are inconsistently based on informal or formal assessment.	Instructional planning and implementation are often based on data the teacher has analyzed from informal and/or formal assessments.	Instructional planning and implementation are directly correlated to needs of students revealed through analysis of formal and/or informal assessment data.

Related Goals:

WASHOE COUNTY SCHOOL DISTRICT

TEACHER NAME: _____
 SCHOOL YEAR: _____
 DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
 Component 4a: Reflecting on Teaching

		LEVEL OF PERFORMANCE		
ELEMENT	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Accuracy	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
Use in Future Teaching	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what he may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

Related Goals:

WASHOE COUNTY SCHOOL DISTRICT

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4b: Maintaining Accurate Records

TEACHER NAME: _____
SCHOOL YEAR: _____

ELEMENT	LEVEL OF PERFORMANCE			AREA OF STRENGTH/LEVEL 3
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	
Student Completion of Assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
Student Progress in Learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray. <i>or is inaccurate.</i>	Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher's system for maintaining information on student progress in learning is effective, <i>and can be easily and accurately reported to students and parents.</i>	Teacher's system for maintaining information on student progress in learning is fully effective. Students <i>may</i> contribute information and interpretation of the records.
Noninstructional Records (ex. permission slips, collection of money, inventory of supplies.)	Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.	Teacher's records for noninstructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's system for maintaining information on noninstructional activities is fully effective.	Teacher's system for maintaining information on noninstructional activities is highly effective, and students <i>may</i> contribute to its maintenance.

Related Goals:

WASHOE COUNTY SCHOOL DISTRICT

TEACHER NAME: _____
 SCHOOL YEAR: _____
 DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
 Component 4c: Communicating with Families*

LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Information about the Instructional Program	Teacher provides little information about the instructional program to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides frequent information to parents, as appropriate, about the instructional program.	Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information about Individual Students	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
Engagement of Families in the Instructional Program	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.

Related Goals:

Please refer to "National Standards for Parent/Family Involvement Programs," (National PTA, 1998)

WASHOE COUNTY SCHOOL DISTRICT

TEACHER NAME: _____
 SCHOOL YEAR: _____
 DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
 Component 4d: Contributing to the School and District

LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Relationships with Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationship with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
Service to the School	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
Participation in School and District Projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

Related Goals:

WASHOE COUNTY SCHOOL DISTRICT

TEACHER NAME: _____ DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
 SCHOOL YEAR: _____ Component 4e: Growing and Developing Professionally

ELEMENT	LEVEL OF PERFORMANCE			AREA OF STRENGTH/LEVEL 3
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	
Enhancing of Content Knowledge and Pedagogical Skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.
Service to the Profession and Fulfilling Professional Responsibilities	Teacher makes no effort to share knowledge with others or to assume professional responsibilities. <i>Teacher is not aware of or disregards the rules, policies and procedures established by the school, the district, and the Negotiated Agreement.</i>	Teacher finds limited ways to contribute to the profession. <i>Teacher minimally adheres to the rules, policies and procedures established by the school, the district, and the Negotiated Agreement.</i>	Teacher participates actively in assisting other educators. <i>Teacher fulfills the rules, policies and procedures established by the school, the district, and the Negotiated Agreement.</i>	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations. <i>Teacher fulfills the rules, policies and procedures established by the school, the district, and the Negotiated Agreement in an exemplary way.</i>

Related Goals:

WASHOE COUNTY SCHOOL DISTRICT

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4f: Showing Professionalism

TEACHER NAME: _____
SCHOOL YEAR: _____

ELEMENT	LEVEL OF PERFORMANCE			AREA OF STRENGTH/LEVEL 3
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	
Service to Students	Teacher is not alert to student's needs.	Teacher's attempts to serve students are inconsistent.	Teacher is moderately active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision Making	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited though genuinely professional consideration.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or department decision making and helps ensure that such decisions are based on the highest professional standards.

Related Goals: