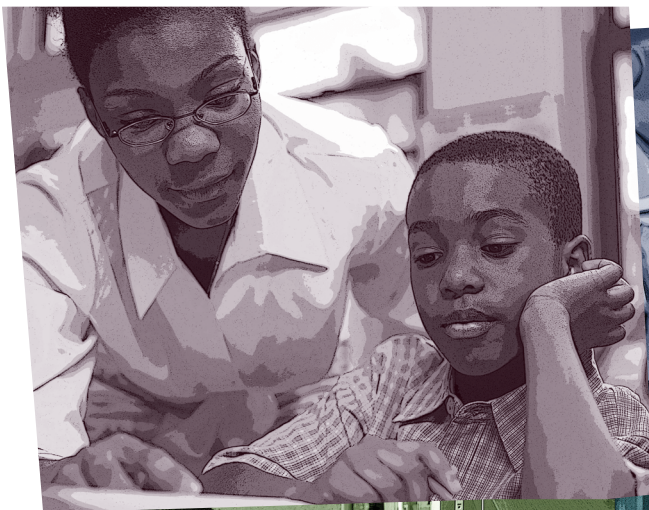


# Teacher Evaluation System

Supporting Student Success.





## Teacher Evaluation System Summary

The District and Federation have completed talks regarding the Annual, Performance Review, and Comprehensive Evaluations. The parties have complied with the spirit and the language of the Memorandum of Understanding and the Collective Bargaining Agreement. This memorandum is a brief summary of the completed work.

### Annual Evaluation

The purpose of the Annual Evaluation is to assure that every teacher in the district has an annual review of his/her skills, professional development, and student growth. The conference and goals begin a dialogue that assists the school to focus efforts on student achievement and developing increased teacher effectiveness. And the professional responsibilities checklist reinforces existing expectations for teacher professionalism.

The Annual Evaluation has been made more rigorous than in past years.

It has included one annual observation for years. The inclusion of one unannounced classroom observation will be continued. As always, the observation may alert the principal to serious deficiencies, triggering a process that could result in the teacher being put on intervention; the teacher either improves or is released from employment.

The parties have now added a *structured conference* between the principal and the teacher, at which they discuss their individual and school priorities for the coming school year.

As a product of that dialogue, *two goals* are identified for the teacher to focus on during that school year. All goals are related to student growth and achievement. The goals are scored as having been exceeded, met, or not met.

The third new component is a *checklist of professional responsibilities* identified in the Collective Bargaining Agreement. The principal identifies any areas of concern during the school year and completes the checklist at the year's conclusion.

The inclusion of the goals meets the MOU requirement that student achievement and growth be the major emphasis in the teacher's Annual Evaluation and is in keeping with the State of Ohio's push to have student achievement account for half of the teacher's evaluation.

### Performance Review Evaluation

The Performance Review Evaluation (PRE) is more rigorous than the Annual Evaluation. It is tied to salary increments occurring later in a teacher's career, starting after 10 years of employment. Teachers interested in receiving the increment are required to successfully complete this evaluation instead of the annual evaluation. The Performance Review is given at levels 12-15, 17-19, and 22-25.

The evaluation begins with a *reflective paper* written by the teacher and is submitted to and discussed with the principal. In this paper, the teacher looks at her/his strengths and weaknesses and priorities for the coming school year. From the discussion, the principal and teacher identify an area of concentration for the teacher during that school year. This focus aligns with standards that are a component of the year-long Comprehensive Evaluation, generally completed every five years and at levels 16, 21, 26 and the year prior to a continuing contract. Thus, the teacher strengthens their teaching skills each year between their Comprehensive Evaluations.

The Performance Review Evaluation requires *two observations* during the school year. These not only provide an opportunity for the principal to formally observe the teacher's practice, but also permit the teacher to demonstrate the progress they are making with the standard chosen as a priority for the school year. As always, any observation that identifies serious deficiencies may trigger a process that can place a teacher on intervention; the teacher either improves or is released from employment.

At the end of the school year, the teacher revisits the reflective paper and the work done on that standard, in an *analysis of the school year*. The teacher describes the activities that supported the priority and the measures that demonstrate that the focus had a positive impact on student growth and achievement. This analysis is submitted to and evaluated by the principal.

Finally, the teacher and principal have also identified *three goals* that are the focus of the teachers work during the year. These include two goals that could be selected in an annual evaluation, but adds a district goal as well. Again, the purpose for selecting these goals is to align staff efforts with those of the district and school. All of these goals relate to student growth and achievement. To successfully complete the Performance Review Evaluation, there must be evidence of positively impacting student growth.

The inclusion of the goals meets the MOU requirement that student achievement and growth be the major emphasis in the teacher's Performance Review Evaluation is in keeping with the State of Ohio's push to have achievement account for half of the evaluation.

### **Comprehensive Evaluation**

There is general agreement that the parties will adapt the existing standards and appropriately incorporate student growth, achievement and performance as a significant factor in the Comprehensive Evaluation.

There is some sophisticated software that is available that coincides with our nationally recognized Comprehensive Evaluation and the newly developed Annual Evaluation and Performance Review Evaluation. The parties are exploring adopting the software in order to strengthen the implementation of all components of the evaluation system. That work will be reported as it is developed and is in place for implementation as a pilot for the 2011-12 school year.

### **Guidelines for Pilot Implementation**

An evolving Multiple Measures Matrix will be developed based on research and staff input and used to guide and inform the student growth component of all evaluations.

Annually, multiple measures of student growth, achievement and performance will be collected for all teachers. The collected evidence will be assessed and considered within the unique setting of each individual teacher's assignment and overall performance.

Teaching and learning will be assessed through a variety of measures, including, but not limited to, evidence of instructional quality through informal and formal observations and visitations; teacher artifacts; use of data to both plan and assess instruction; evidence of content area knowledge; proof of continuing professional development; parent/guardian communication; teacher self-reflection; demonstrated skills in technology and innovative methods; and evidence of student growth and achievement.

The evaluation tools will distinguish between school, team, and individual accountability. The evaluation system will be considered in attaining the following outcomes: placement of teachers on career level; attainment of continuing contract; identify areas of professional growth; induction of new teachers; intervention; and separation from the district.



### ANNUAL EVALUATION

The Annual Evaluation will consist of the following components:

- A conference with the teacher and administrator
- Two goals for the teacher to focus on for the school year
- One observation, conducted by the administrator
- *The Annual Evaluation Professional Responsibility Checklist*

#### Conference

The conference initiates the annual evaluation process with a dialogue between the principal and the teacher regarding their priorities for the approaching school year. If the teacher is returning to the same school, it may be conducted any time prior to the beginning of the school year. If a teacher is new to a school, the conference must occur prior to the third Friday of the school year, although the parties recommend it occur before the start of school. The template for the conference, *Framework for Teacher-Principal Conference for Annual Evaluations*, is provided.

#### Goals:

- During the conference, or within two weeks, the two goals for the process shall be selected.
- The teacher will select one individual goal from *The Teacher Goals*.
- The principal may select one goal from a menu of goals related to the school's approved OnePlan and/or mapped to the Appraisal Tool for Building Principals, *The School Goals*. However if the principal does not select a goal, the teacher and principal shall together agree on a second individual goal from that menu.
- For a teacher new to a building, even if they completed a conference for their old school, the goals shall be reselected for the new school.

All goals are related to improving student growth. However, some goals will be identified for measurement. Of the two goals selected, at least one must be identified in this way.

**Scoring: The summary sheet scoring options for each goal are:**

- Not Met      the teacher has failed to demonstrate sufficient activities towards completing and meeting the goal.
- Met            the teacher has demonstrated the expected activities and progress towards meeting the goal that has positively influenced student growth.
- Exceeded     not only has the teacher met the goal but has demonstrated that student growth was substantially impacted by their concentration on the goal.

#### Observation

The administrator will conduct an observation at least once annually under the current guidelines of the Teacher Evaluation System.

**Framework for Annual Evaluation Teacher-Principal Conference**

1. What would you like to focus on this school year?
  
2. As your principal, these are the areas I am interested in focusing on this school year.
  
3. What are your strengths & weaknesses as a teacher?
  
4. As your principal, these are what I believe are your strengths & weaknesses.
  
5. As a teacher, what are the ways you would hope that I would support you?
  
6. As principal, this is what I expect from you as a teacher.
  
7. What are the barriers that keep the school from being as effective as we both would like? How can they be broken down?
  
8. When I come in your classroom, what should I expect to observe?

Discussion & selection of goals.

## Teacher Evaluation System: Procedures & Requirements

#	The Teacher Goals
**1	Based on student data, I have selected an indicator for additional attention this year. I will focus my professional development and instructional skills to improve student growth for this indicator.
2	I will establish and maintain an individual website this year, in compliance with the district's requirements. The website shall grow to include the classroom syllabus, student assignments, missed assignment, external resources, classroom and school announcements and other pertinent information.
3	I will establish and maintain periodic communications with students' families, including the use of technology for electronic exchange of information. Also, I will focus on strategies this year to improve the parent engagement of my students, including their attendance at parent conferences, meetings, PTO and their interest in the work of their child.
4	If part of a team, I will improve my teaming strategies and behaviors.
5	I will participate in school and district leadership opportunities.
**6	I will, either individually or as part of a team, articulate instructional needs among and between grades. This work will be informed by student growth data.
**7	I will, either individually or as part of a team, develop and implement interdisciplinary units of study throughout the school year.
**8	I will increase the opportunities to integrate, embed, and use technology to assist instruction and student learning. Technology will be used not only for presentations but also as an important part of student work.
**9	I will improve my expertise and knowledge in my content fields and demonstrate how I have used my growth to improve student instruction and growth.
**10	I will identify and use effective routines and procedures in my classroom. These routines shall maximize instructional time.
**11	I will utilize a variety of instructional strategies to meet the varied needs of all students.
12	I will participate in and implement professional development offered by CPS through Mayerson or another provider for at least one of the following strategies: <ol style="list-style-type: none"> <li>1. Establishing classroom procedures and practice</li> <li>2. Differentiated Instruction</li> <li>3. Classroom discourse using higher order thinking skills</li> <li>4. Co-teaching strategies &amp; practices</li> <li>5. Accommodating students with IEP's</li> <li>6. Experiential Learning</li> </ol>

\*\* Indicates the goal is to be measured based on data or other evidence of student growth.

## Teacher Evaluation System: Procedures & Requirements

*ATBP	#	The School Goals
2.2	**P1	My curriculum, instructional materials, and active learning strategies are aligned to promote student growth.
2.1 4.1	P2	I will work collaboratively to make sure that all lessons meet standards.
2.1 2.4	P3	During my classes, in all subjects, students shall read, write and use numeric skills and technology regularly.
1.5 2.2 2.3	**P4	I will use common planning time and other time to analyze student data and work to plan instruction and develop courses of action to address individual student needs.
1.5 2.3	**P5	I will use extensive and varied assessments to monitor my student's learning and make mid-course corrections when needed to improve student growth.
2.1 5.2	**P6	I will post standards for quality work, and use rubrics/scoring guides to inform my students and parents of the student's level of learning toward the benchmark indicators. I will give prompt, specific feedback to students on their work in relation to these standards.
2.2 2.4	P7	My students shall have appropriate opportunities to demonstrate their learning in multiple ways: through writing, speaking, technology and artistic expression.
2.2 2.3	**P8	My professional development is directly linked and is implemented to address student-learning needs as identified by my students' data.
5.2	P9	I have a process for helping families of my students understand the academic and performance expectations for their child, and to assist them to help their child meet those expectations.
3.1 3.2	P10	My classroom provides a safe and orderly environment for all my students.

\*\* Indicates the goal is to be measured based on data or other evidence of student growth.

\*ATBP column lists the indicator from the *Administrators Tool for Building Principals* to which the goal is mapped. Each of these goals is based on student growth.

**The Annual Evaluation Professional Responsibility Checklist**

Professional Responsibility	Not Met	Met
1. Submits Grades in a timely manner, posting them on PowerSchool pursuant to Board Policies and the Collective Bargaining Agreement.		
<i>Evidence:</i>		
2. Shows evidence of lesson planning		
<i>Evidence:</i>		
3. Follows through with professional commitments I make.		
<i>Evidence:</i>		
4. Attends parent conferences, open house, school orientation		
<i>Evidence:</i>		
5. Arrives to work on time		
<i>Evidence:</i>		
6. Attends faculty meetings, team meetings, learning team meetings		
<i>Evidence:</i>		
7. Performs assigned school duties pursuant to Collective Bargaining Agreement.		
<i>Evidence:</i>		
8. Deals professionally with all staff		
<i>Evidence:</i>		
9. Deals professionally with all students, family, and community members.		
<i>Evidence:</i>		
10. Assists appropriate staff with accommodations for their students with IEP's, LEP's, WEP's		
<i>Evidence:</i>		
11. Completes IEP's, LEP's, WEP's in a timely manner		
<i>Evidence:</i>		
12. Reviews and implements IEP's, LEP's, WEP's annually		

So that a staff member may improve, the staff member must have received a written notice of concern and evidence regarding not meeting any responsibility prior to this checklist designation. The Annual Evaluation Professional Responsibility Checklist will be filed with the Annual Evaluation.



**Annual Evaluation Summary Sheet**

Teacher Name			
School		Assignment	

**Goals**

Date of Conference	
Individual Goal	
School Goal	

**Observation Components**

Observation	Date	Post-Observation Conference Date	Not Met	Met	Exceeded
Unannounced					

**Additional Evaluation Components**

Component	Not Met	Met	Exceeded
Individual Goal			
School Goal			

In order to have a successful Annual Evaluation, one must meet or exceed the two goals with at least one being related to Student Achievement for SY2011/12.

Teacher Signature	
Principal Signature	
Date	

## PERFORMANCE REVIEW EVALUATION

The Performance Review Evaluation consists of three major components and is developed in order to improve student growth:

### Reflection & Analysis

**Initial Reflection**      The purpose of the reflection component is to improve student growth through the teacher's self-reflection. This reflective paper should, in part, be based on the teacher's previous comprehensive evaluation. If the teacher received a 3 in either Domain 2 or 3, the teacher will write a reflection paper on one standard from one of those domains for which they received the 3. If the teacher received all 4's on Domain 2 and 3, they may select from one of the other domains. The standard selected shall be the one that required most improvement in their last comprehensive evaluation for the domain selected.

The principal will schedule a conference with the teacher and discuss the reflection and they will collaboratively determine strategies the teacher may use to improve their performance in that standard. When the principal does the two observations that year, the principal shall pay particular attention to how the teacher is implementing those strategies.

**Analysis of Year**      During April, the teacher will write a reflective paper discussing his/her implementation of the strategies and evidence of improvement in student growth in that standard. The principal shall review the analysis of the school year no later than May 15th and provide written feedback to the teacher. Either may subsequently request a conference.

**Goals**      The teacher shall select an individual goal, the principal may select a school goal, and the teacher shall select one of the Superintendent's goals. If the principal does not select a school goal, the teacher and principal may mutually select any of the goals from the options as the third goal. At least two of these three goals must be identified as improving student growth as noted on the menu of goals. The teacher and principal will decide how to measure these goals by October 1st. Each of these goals will receive a score of *not met*, *met*, or *exceeded*.

**Observations**      The teacher will undergo two observations during the school year. One observation will be announced, with the teacher providing three alternate dates for the principal to observe. If an observation must be cancelled, another will be rescheduled within an appropriate time period, not to exceed eight school days. Dates should be recommended by the teacher so that the lesson exemplifies the standard(s) from the teacher's reflection and the strategy identified to improve student growth. The other observation may be announced or unannounced at the principal's discretion.

The observation form used for the PRE will be the same as those used for the Annual Evaluation. Paying particular attention to the standards selected in the teacher's reflection and the strategy chosen in the goals, the principal is expected to provide feedback and determine the teacher's score.

#	The Teacher Goals
**1	Based on student data, I have selected an indicator for additional attention this year. I will focus my professional development and instructional skills to improve student growth for this indicator.
2	I will establish and maintain an individual website this year, in compliance with the district's requirements. The website shall grow to include the classroom syllabus, student assignments, missed assignment, external resources, classroom and school announcements and other pertinent information.
3	I will establish and maintain periodic communications with students' families, including the use of technology for electronic exchange of information. Also, I will focus on strategies this year to improve the parent engagement of my students, including their attendance at parent conferences, meetings, PTO and their interest in the work of their child.
4	If part of a team, I will improve my teaming strategies and behaviors.
5	I will participate in school and district leadership opportunities.
**6	I will, either individually or as part of a team, articulate instructional needs among and between grades. This work will be informed by student growth data.
**7	I will, either individually or as part of a team, develop and implement interdisciplinary units of study throughout the school year.
**8	I will increase the opportunities to integrate, embed, and use technology to assist instruction and student learning. Technology will be used not only for presentations but also as an important part of student work.
**9	I will improve my expertise and knowledge in my content fields and demonstrate how I have used my growth to improve student instruction and growth.
**10	I will identify and use effective routines and procedures in my classroom. These routines shall maximize instructional time.
**11	I will utilize a variety of instructional strategies to meet the varied needs of all students.
12	I will participate in and implement professional development offered by CPS through Mayerson or another provider for at least one of the following strategies: 1. Establishing classroom procedures and practice 2. Differentiated Instruction 3. Classroom discourse using higher order thinking skills 4. Co-teaching strategies & practices 5. Accommodating students with IEP's 6. Experiential Learning

\*\* Indicates the goal is to be measured based on data or other evidence of student growth.

## Teacher Evaluation System: Procedures & Requirements

*ATBP	#	The School Goals
2.2	**P1	My curriculum, instructional materials, and active learning strategies are aligned to promote student growth.
2.1 4.1	P2	I will work collaboratively to make sure that all lessons meet standards.
2.1 2.4	P3	During my classes, in all subjects, students shall read, write and use numeric skills and technology regularly.
1.5 2.2 2.3	**P4	I will use common planning time and other time to analyze student data and work to plan instruction and develop courses of action to address individual student needs.
1.5 2.3	**P5	I will use extensive and varied assessments to monitor my student's learning and make mid-course corrections when needed to improve student growth.
2.1 5.2	**P6	I will post standards for quality work, and use rubrics/scoring guides to inform my students and parents of the student's level of learning toward the benchmark indicators. I will give prompt, specific feedback to students on their work in relation to these standards.
2.2 2.4	P7	My students shall have appropriate opportunities to demonstrate their learning in multiple ways: through writing, speaking, technology and artistic expression.
2.2 2.3	**P8	My professional development is directly linked and is implemented to address student-learning needs as identified by my students' data.
5.2	P9	I have a process for helping families of my students understand the academic and performance expectations for their child, and to assist them to help their child meet those expectations.
3.1 3.2	P10	My classroom provides a safe and orderly environment for all my students.

\*\* Indicates the goal is to be measured based on data or other evidence of student growth.

\*ATBP column lists the indicator from the *Administrators Tool for Building Principals* to which the goal is mapped. Each of these goals is based on student growth.

## Teacher Evaluation System: Procedures & Requirements

**Summary** By May 15th, the principal shall give the teacher the *Performance Review Evaluation Summary*. The teacher may request a conference after receiving the summary. Appeals of disputed evaluation scores shall be submitted and adjudicated by the TES Appeals Panel. Issues regarding adherence to the process shall be submitted to the appropriate representatives of the District and Federation.

### Performance Review Evaluation Summary

Teacher Name			
School		Assignment	

### Goals

Date of Conference	
Individual Goal	
School Goal	
District Goal	

### Observation Components

Observation	Date	Post-Observation Conference Date	Not Met	Met	Exceeded
Announced					
Unannounced					

### Additional Evaluation Components

Component	Not Met	Met	Exceeded
Initial Reflection			
Analysis of Teacher's Year			
Individual Goal			
School Goal			
District Goal			

In order to have a successful Performance Review Evaluation, one must meet or exceed at least five of the seven components. However, at least one of the goals met or exceeded must have been measured by student achievement and growth. After the pilot's review in Spring 2012, if the parties agree, the intent will be to require that two be of the goals met or exceeded must have been measured by student achievement and growth.

Teacher Signature	
Principal Signature	
Date	

## Cincinnati Public Schools – Multiple Measures of Student Growth & Achievement

Grade	Language Arts	Mathematics	Science	Social Studies
K	<p style="text-align: center;">KRAL, State Short Diagnostic, State Screening Diagnostic, &amp; Semester 2 Benchmark</p> <p style="text-align: center;">Student Learning Objectives, Presentations, Portfolios, Journeys Assessment, Projects</p>	<p style="text-align: center;">State Short Diagnostic, State Screening Diagnostic, &amp; Semester 2 Benchmark</p> <p style="text-align: center;">Student Learning Objectives, Presentations, Portfolios, Journeys Assessment, Projects</p>	<p style="text-align: center;">Student Learning Objectives, Presentations, Portfolios, Journeys Assessment, Projects</p>	<p style="text-align: center;">Student Learning Objectives, Portfolios, Presentations, Journeys Assessment, Projects</p>
1	<p style="text-align: center;">State Short Diagnostic, State Screening Diagnostic, &amp; Semester 1 &amp; 2 Benchmarks</p> <p style="text-align: center;">Student Learning Objectives, Presentations, Portfolios, Journeys Assessment, Projects</p>	<p style="text-align: center;">State Short Diagnostic, State Screening Diagnostic, &amp; Semester 1 &amp; 2 Benchmarks</p> <p style="text-align: center;">Student Learning Objectives, Presentations, Portfolios, Journeys Assessment, Projects</p>	<p style="text-align: center;">Student Learning Objectives, Portfolios, Presentations, Portfolios, Journeys Assessment, Projects</p>	<p style="text-align: center;">Student Learning Objectives, Portfolios, Presentations, Journeys Assessment, Projects</p>
2	<p style="text-align: center;">State Short Diagnostic, State Screening Diagnostic, Semester 1 Benchmark, Inview, &amp; TerraNova</p> <p style="text-align: center;">Student Learning Objectives, Presentations, Portfolios, Journeys Assessment, Projects</p>	<p style="text-align: center;">State Short Diagnostic, State Screening Diagnostic, Semester 1 Benchmark, Inview, &amp; TerraNova</p> <p style="text-align: center;">Student Learning Objectives, Presentations, Portfolios, Journeys Assessment, Projects</p>	<p style="text-align: center;">TerraNova</p> <p style="text-align: center;">Student Learning Objectives, Portfolios, Presentations, Journeys Assessment, Projects</p>	<p style="text-align: center;">TerraNova</p> <p style="text-align: center;">Student Learning Objectives, Portfolios, Presentations, Journeys Assessment, Projects</p>
3	<p style="text-align: center;">OAA Pretests A, B &amp; C, SCAs, State Diagnostic in writing, &amp; OAA (2X)</p> <p style="text-align: center;">Student Learning Objectives, Presentations, Portfolios, Journeys Assessment, Projects</p>	<p style="text-align: center;">OAA Pretests A, B &amp; C, SCAs, &amp; OAA</p> <p style="text-align: center;">Student Learning Objectives, Presentations, Portfolios, Journeys Assessment, Projects</p>	<p style="text-align: center;">OAA Pretests A, B &amp; C, SCAs, &amp; TerraNova (TIF Schools Only)</p> <p style="text-align: center;">Student Learning Objectives, Presentations, Portfolios, Journeys Assessment, Projects</p>	<p style="text-align: center;">OAA Pretests A, B &amp; C, SCAs, &amp; TerraNova (TIF Schools Only)</p> <p style="text-align: center;">Student Learning Objectives, Presentations, Portfolios, Journeys Assessment, Projects</p>
4	<p style="text-align: center;">OAA Pretests A, B &amp; C &amp; SCAs</p> <p style="text-align: center;">Student Learning Objectives, Presentations, Portfolios, Projects</p>	<p style="text-align: center;">OAA Pretests A, B &amp; C &amp; SCAs</p> <p style="text-align: center;">Student Learning Objectives, Presentations, Portfolios, Projects</p>	<p style="text-align: center;">OAA Pretests A, B &amp; C, SCAs, &amp; TerraNova (TIF Schools Only)</p> <p style="text-align: center;">Student Learning Objectives, Presentations, Portfolios, Projects</p>	<p style="text-align: center;">OAA Pretests A, B &amp; C, SCAs, &amp; TerraNova (TIF Schools Only)</p> <p style="text-align: center;">Student Learning Objectives, Presentations, Portfolios, Projects</p>
5	<p style="text-align: center;">OAA Pretests A, B &amp; C &amp; SCAs</p> <p style="text-align: center;">Student Learning Objectives, Presentations, Portfolios, Projects</p>	<p style="text-align: center;">OAA Pretests A, B &amp; C &amp; SCAs</p> <p style="text-align: center;">Student Learning Objectives, Presentations, Portfolios, Projects</p>	<p style="text-align: center;">OAA Pretests A, B &amp; C &amp; SCAs</p> <p style="text-align: center;">Student Learning Objectives, Presentations, Portfolios, Projects</p>	<p style="text-align: center;">OAA Pretests A, B &amp; C, SCAs, &amp; TerraNova (TIF Schools Only)</p> <p style="text-align: center;">Student Learning Objectives, Presentations, Portfolios, Projects</p>
6	<p style="text-align: center;">OAA Pretests A, B &amp; C, SCAs, InView, &amp; TerraNova</p> <p style="text-align: center;">Student Learning Objectives, Presentations, Portfolios, Projects</p>	<p style="text-align: center;">OAA Pretests A, B &amp; C &amp; SCAs</p> <p style="text-align: center;">Student Learning Objectives, Presentations, Portfolios, Projects</p>	<p style="text-align: center;">OAA Pretests A, B &amp; C, SCAs, &amp; TerraNova (TIF Schools Only)</p> <p style="text-align: center;">Student Learning Objectives, Presentations, Portfolios, Projects</p>	<p style="text-align: center;">OAA Pretests A, B &amp; C, SCAs, &amp; TerraNova (TIF Schools Only)</p> <p style="text-align: center;">Student Learning Objectives, Presentations, Portfolios, Projects</p>



**Cincinnati Public Schools – Multiple Measures of Student Growth & Achievement**

<b>Grade</b>	<b>Language Arts</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>
<b>7</b>	OAA Pretests A, B & C & SCAs  Student Learning Objectives, Presentations, Portfolios, Projects	OAA Pretests A, B & C & SCAs  Student Learning Objectives, Presentations, Portfolios, Projects	OAA Pretests A, B & C, SCAs, & TerraNova (TIF Schools Only)  Student Learning Objectives, Presentations, Portfolios, Projects	OAA Pretests A, B & C, SCAs, & TerraNova (TIF Schools Only)  Student Learning Objectives, Presentations, Portfolios, Projects
<b>8</b>	OAA Pretests A, B & C & SCAs  Student Learning Objectives, Presentations, Portfolios, Projects	OAA Pretests A, B & C & SCAs  Student Learning Objectives, Presentations, Portfolios, Projects	OAA Pretests A, B & C & SCAs  Student Learning Objectives, Presentations, Portfolios, Projects	OAA Pretests A, B & C, SCAs, & TerraNova (TIF Schools Only)  Student Learning Objectives, Presentations, Portfolios, Projects
<b>9</b>	Semester 1 & 2 Examinations & OGT Practice  Student Learning Objectives, Presentations, Portfolios, Projects	Semester 1 & 2 Examinations & OGT Practice  Student Learning Objectives, Presentations, Portfolios, Projects	Semester 1 & 2 Examinations & OGT Practice  Student Learning Objectives, Presentations, Portfolios, Projects	Semester 1 & 2 Examinations & OGT Practice  Student Learning Objectives, Presentations, Portfolios, Projects
<b>10</b>	Semester 1 & 2 Examinations, OGT Practice, OGT, PLAN & PSAT (optional)  Student Learning Objectives, Presentations, Portfolios, Projects	Semester 1 & 2 Examinations, OGT Practice, OGT, PLAN & PSAT (optional)  Student Learning Objectives, Presentations, Portfolios, Projects	Semester 1 & 2 Examinations, OGT Practice, & OGT  Student Learning Objectives, Presentations, Portfolios, Projects	Semester 1 & 2 Examinations, OGT Practice, & OGT  Student Learning Objectives, Presentations, Portfolios, Projects
<b>11</b>	Semester 1 & 2 Examinations, OGT (as needed), PSAT, & ACT  Student Learning Objectives, Presentations, Portfolios, Projects	Semester 1 & 2 Examinations, OGT (as needed), PSAT, & ACT  Student Learning Objectives, Presentations, Portfolios, Projects	Semester 1 & 2 Examinations & OGT (as needed)  Student Learning Objectives, Presentations, Portfolios, Projects	Semester 1 & 2 Examinations & OGT (as needed)  Student Learning Objectives, Presentations, Portfolios, Projects
<b>12</b>	Semester 1 & 2 Examinations & OGT (as needed)  Student Learning Objectives, Presentations, Portfolios, Projects	OGT (as needed)  Student Learning Objectives, Presentations, Portfolios, Projects	OGT (as needed)  Student Learning Objectives, Presentations, Portfolios, Projects	OGT (as needed)  Student Learning Objectives, Presentations, Portfolios, Projects
<b>Special Education</b>	IEP Goals, Alternate Assessments, Presentations, Portfolios, Journeys Assessment, Projects, Student Learning Objectives, Performances			
<b>preK-12 All Curricular Areas</b>	Gifted Testing occurs as requested at all grades during quarters 1 and 3. OTELA (English proficiency test) is administered to all LEP students. Student Learning Objectives, Presentations, Portfolios, Projects Student and Parent Communication Other diagnostic tests			

# DOMAIN 1

**Standard 1.1: The teacher acquires and uses knowledge about individual students as learners in preparing lessons, which consider the students’ academic needs, cultural heritage, interests and community.**

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>A. Acquisition of Information About Individual Learners</b>	<ul style="list-style-type: none"> <li>Teacher acquires <u>extensive</u> and detailed information about individual students as learners from a variety of sources, <u>and</u> in an <u>ongoing</u> manner.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher acquires detailed <u>information</u> about <u>individual</u> students as learners from a variety of sources <u>and/or</u> in an <u>ongoing</u> manner.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher acquires <u>general or global information</u> about students as learners from a variety of sources <u>and/or</u> in an <u>ongoing</u> manner.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not acquire knowledge of individual students as learners.</li> <li><b>-or-</b></li> <li>Teacher does not acquire knowledge from a variety of sources or in an <u>ongoing</u> manner.</li> <li><b>-or-</b></li> <li>Evidence not provided.</li> </ul>
<b>B. Use of Acquired Information</b>	<ul style="list-style-type: none"> <li>Teacher <u>clearly communicates</u> how planning <u>incorporates</u> consideration for the students’ academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through <u>all</u> of the following:               <ul style="list-style-type: none"> <li>*Flexible grouping</li> <li>*Activities that invite student interaction and choice</li> <li>*Strategies that address various learning styles, special needs and cultural heritage</li> <li>*Instruction that addresses strengths and gaps in student background knowledge and skills</li> </ul> </li> <li>Teacher <u>analyzes</u> and uses achievement data and other assessment results to plan instruction to meet individual/group instructional needs.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <u>clearly communicates</u> how planning <u>shows</u> consideration for the students’ academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through <u>most</u> of the following:               <ul style="list-style-type: none"> <li>*Flexible grouping</li> <li>*Activities that invite student interaction and choice</li> <li>*Strategies that address various learning styles, special needs and cultural heritage</li> <li>*Instruction that addresses strengths and gaps in student background knowledge and skills</li> </ul> </li> <li>Teacher uses achievement data and other assessment results to plan instruction to meet <u>individual/group instructional</u> needs.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <u>clearly communicates</u> how planning shows general awareness of students’ academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through <u>few</u> of the following:               <ul style="list-style-type: none"> <li>*Flexible grouping</li> <li>*Activities that invite student interaction and choice</li> <li>*Strategies that address various learning styles, special needs and cultural heritage</li> <li>*Instruction that addresses strengths and gaps in student background knowledge and skills</li> </ul> </li> <li>Teacher uses achievement data and other assessment results to plan <u>instruction for the entire class</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher planning shows little or no awareness of students’ academic needs and learning styles, interests, cultural heritage and community backgrounds that would be demonstrated through the following:               <ul style="list-style-type: none"> <li>*Flexible grouping</li> <li>*Activities that invite student interaction and choice</li> <li>*Strategies that address various learning styles, special needs and cultural heritage</li> <li>*Instruction that addresses strengths and gaps in student background knowledge and skills</li> </ul> </li> <li>There is little evidence that the teacher uses achievement data or other assessment results to plan instruction.</li> <li><b>-or-</b></li> <li>Evidence not provided.</li> </ul>

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# DOMAIN 1

## Standard 1.2: The teacher uses a variety of assessments that align with \*standards.

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>A. Alignment and Techniques</b>	<ul style="list-style-type: none"> <li>Teacher uses assessments that:               <ul style="list-style-type: none"> <li>*Are aligned to objectives</li> <li>*Demonstrate a variety of techniques</li> <li>*Are <u>formal</u> and <u>informal</u></li> <li>*Are used for both <u>summative</u> and <u>formative</u> purposes</li> </ul> </li> <li>Assessments demonstrate <u>rigor</u> towards mastery of *standards-based objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses assessments that:               <ul style="list-style-type: none"> <li>*Are aligned to objectives</li> <li>*Are <u>formal</u> and/or <u>informal</u></li> <li>*Are used for both <u>summative</u> and <u>formative</u> purposes</li> </ul> </li> <li>Assessments <u>demonstrate rigor</u> towards mastery of *standards-based objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses assessments that:               <ul style="list-style-type: none"> <li>*Are aligned to objectives</li> <li>*Are <u>formal</u> and/or <u>informal</u></li> <li>*Are used for <u>summative</u> and/or <u>formative</u> purposes</li> </ul> </li> <li>Assessments do not demonstrate <u>rigor</u> towards mastery of *standards-based objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses assessments that are not aligned to lesson objectives.</li> <li>Assessments do not demonstrate <u>rigor</u>.</li> <li style="text-align: center;"><b>-or-</b></li> <li>Evidence not provided.</li> </ul>

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# DOMAIN 1

## Standard 1.3: The teacher reflects upon the lesson’s effectiveness and student engagement and uses that reflection in planning future instruction.

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>A. Lesson Effectiveness</b>	<ul style="list-style-type: none"> <li>Teacher makes a <u>thoughtful</u> and accurate assessment of the lesson’s effectiveness which includes:               <ul style="list-style-type: none"> <li>*the extent to which the lesson achieved its goals</li> <li>*citing <u>specific</u> examples from the lesson</li> <li>*<u>strengths and/or weaknesses related to individual student success</u></li> </ul> </li> <li>Teacher <u>clearly communicates</u> the evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher makes an <u>accurate</u> assessment of the lesson’s effectiveness which includes:               <ul style="list-style-type: none"> <li>*the extent to which <u>the lesson</u> achieved its goals</li> <li>*<u>examples from the lesson</u></li> </ul> </li> <li>Teacher <u>clearly communicates</u> the evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher makes a <u>generally accurate</u> assessment and uses that <u>reflection in planning future instruction</u> of the lesson’s effectiveness which includes:               <ul style="list-style-type: none"> <li>*the extent to which the lesson met the instructional goals</li> </ul> </li> <li>Teacher <u>clearly communicates</u> the evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher misjudges and/or makes an inaccurate assessment of the lesson’s effectiveness or the extent to which the instructional goals of the lesson were met.</li> <li>Teacher does not assume responsibility for lesson effectiveness.</li> <li>Teacher does not address the lesson observed.</li> <li>Teacher does not <u>clearly communicate</u> the evidence.</li> <li><b>-or-</b></li> <li>Teacher did not submit the Evidence of Reflection form or the Evidence of Reflection form was turned in late.</li> </ul>
<b>B. Student Engagement</b>	<ul style="list-style-type: none"> <li>Teacher makes a <u>thoughtful</u> and accurate assessment of the level of <u>student engagement</u> which is supported with details and <u>addresses specific examples</u> of positive and/or negative student actions.</li> <li>Teacher <u>clearly communicates</u> the evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher makes an <u>accurate</u> assessment of the level of <u>student engagement</u> which <u>lists positive and/or negative examples of student actions</u>.</li> <li>Teacher <u>clearly communicates</u> the evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher makes a <u>generally accurate</u> assessment of the level of <u>student engagement</u>.</li> <li>Teacher <u>clearly communicates</u> the evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher makes an inaccurate assessment of the level of <u>student engagement</u>.</li> <li>Teacher does not assume responsibility for <u>student engagement</u>.</li> <li>Teacher does not <u>clearly communicate</u> the evidence.</li> <li><b>-or-</b></li> <li>Teacher did not submit the Evidence of Reflection or the Evidence of Reflection form was turned in late.</li> </ul>
<b>C. Future Instruction</b>	<ul style="list-style-type: none"> <li>Teacher offers <u>insightful</u> explanations for why the content and/or delivery of the lesson would not be changed for future instruction.</li> <li><b>-and/or-</b></li> <li>Teacher offers <u>insightful</u> explanations and <u>constructive</u> suggestions for changes to the content and/or delivery of the lesson.</li> <li>Teacher <u>clearly communicates</u> the evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher offers <u>appropriate explanations</u> for why the content and/or delivery of the lesson would not be changed for future instruction.</li> <li><b>-and/or-</b></li> <li>Teacher offers <u>appropriate explanations</u> and <u>specific suggestions</u> for changes to the content and/or delivery of the lesson.</li> <li>Teacher <u>clearly communicates</u> the evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher offers general explanations for why the content and/or delivery of the lesson would not be changed for future instruction.</li> <li><b>-and/or-</b></li> <li>Teacher makes <u>general suggestions</u> about how the lesson would be changed for future instruction.</li> <li>Teacher <u>clearly communicates</u> the evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not explain why changes may or may not be necessary.</li> <li>Teacher gives up and/or blames the students or the environment for the students’ lack of success.</li> <li><b>-or-</b></li> <li>Teacher does not address the lesson observed.</li> <li><b>-or-</b></li> <li>Teacher did not submit the Evidence of Reflection form.</li> <li>Teacher does not <u>clearly communicate</u> the evidence.</li> </ul>

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## DOMAIN 2

### Standard 2.1: The teacher creates an inclusive and caring environment in which each individual is respected and valued.

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>A. Teacher Interaction with Students</b>	<ul style="list-style-type: none"> <li>Teacher interactions with all students demonstrate a positive, caring rapport and mutual respect. Interactions are inclusive and appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher interactions with all students demonstrate respect. Interactions are inclusive and appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher interactions with students are generally appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher interactions with students are negative, demeaning, and/or inappropriate.</li> </ul>
<b>B. Interactions Among Individuals</b>	<ul style="list-style-type: none"> <li>Teacher routinely encourages respectful interactions among individuals and appropriately addresses any disrespectful interactions. An inclusive and caring classroom environment is maintained.</li> <li><del>and/or</del></li> <li>Interactions are respectful.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher encourages respectful interactions among individuals and appropriately addresses any disrespectful interactions among individuals.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher may encourage respectful interactions but occasionally tolerates inappropriate and/or disrespectful interactions among individuals.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher tolerates inappropriate and/or disrespectful interactions among individuals.</li> </ul>

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## DOMAIN 2

**Standard 2.2: The teacher establishes effective routines and procedures, maintains a safe and orderly environment, and manages transitions to maximize instructional time.**

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>A. Routines/ Procedures</b>	<ul style="list-style-type: none"> <li>Teacher establishes and uses effective routines and procedures that <u>incorporate student responsibility</u> for managing student groups, supplies, and/or equipment.</li> <li>Teacher acts to maintain a safe environment.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher establishes and uses <u>effective</u> routines and procedures for managing student groups, supplies, and/or equipment.</li> <li>Teacher acts to maintain a safe environment.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher establishes and uses <u>routines and/or procedures</u> for managing student groups, supplies, and/or equipment that result in a <u>loss of instructional time</u>.</li> <li>Teacher acts to maintain a safe environment.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses procedures for managing student groups, supplies, and equipment that result in a considerable loss of instructional time.</li> <li>Teacher maintains an environment where hazards exist.</li> </ul>
<b>B. Transitions</b>	<ul style="list-style-type: none"> <li>Teacher establishes procedures for managing <u>seamless transitions incorporating student responsibility</u>. No instructional time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher establishes <u>and directs</u> procedures for transitions. No instructional time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <u>establishes procedures</u> for some transitions. Instructional time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not establish procedures for most transitions. Considerable instructional time is lost.</li> </ul>

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## DOMAIN 2

### Standard 2.3: The teacher manages and monitors student behavior to maximize instructional time.

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>A. Monitoring of Student Behavior and Response to Misbehavior</b>	<ul style="list-style-type: none"> <li>Teacher monitors behavior in a manner that anticipates and prevents student misbehavior, and that allows for students to monitor their own and/or their peers' behavior, which promotes individual, group, and/or whole class time on task.</li> <li>Teacher response to misbehavior is appropriate, consistent, and sensitive to students' individual needs. The desired behavior is attained.</li> </ul> <p style="text-align: center;"><b>-or-</b></p> <ul style="list-style-type: none"> <li>Student misbehavior is not evident.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher monitors student behavior at all times which promotes individual, group, and/or whole class time on task.</li> <li>Teacher response to misbehavior is appropriate and consistent.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher monitors student behavior in a manner which results in a loss of individual, group, and/or whole class time on task.</li> <li>Teacher does not respond or does not respond appropriately to some off-task or disruptive behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not consistently monitor student behavior and/or teacher is unaware of student behaviors, which result in considerable loss of individual, group and/or whole class time on task.</li> <li>Teacher does not respond to off-task or disruptive behavior.</li> </ul> <p style="text-align: center;"><b>-or-</b></p> <ul style="list-style-type: none"> <li>Teacher response to student misbehavior is inconsistent and/or has minimal results.</li> </ul>

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## DOMAIN 3

### Standard 3.1: The teacher communicates \*standards-based instructional objectives, high expectations, instructive directions, procedures, and assessment criteria.

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>A. Lesson Planning</b>	<ul style="list-style-type: none"> <li>Teacher writes lesson plans with clear and measurable *standards-based instructional objectives and with benchmarks and/or grade level indicators identified.</li> <li>Teacher selects and designs instructional activities, (including adaptations) that are aligned to the instructional objective, establish high expectations for student performance, provide opportunities for students to make continuous progress toward meeting and exceeding *standards, and makes connections within and across disciplines.</li> <li>Lesson plans are aligned with the lesson observed.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher writes lesson plans with clear and measurable *standards-based instructional objectives.</li> <li>Teacher selects and designs instructional activities that are aligned to the instructional objective, establish high expectations for student performance, provide opportunities for students to make continuous progress toward meeting the *standards, and makes connections within or across disciplines.</li> <li>Lesson plans are aligned with the lesson observed.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher writes lesson plans with *standards-based instructional objectives.</li> <li>Teacher selects instructional activities that are aligned to the instructional objective, sets high expectations but provides limited opportunities for students to make continuous progress toward meeting the *standards, and makes connections within or across disciplines.</li> <li>Lesson plans are aligned with the lesson observed.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher writes lesson plans with instructional objectives absent or not aligned with the *standards.</li> <li>Teacher selects instructional activities that are not aligned to the instructional objectives or that set expectations that are not constructed for progress toward meeting the *standards or that do not make connections within or across disciplines.</li> </ul> <p style="text-align: center;"><b>-or-</b></p> <ul style="list-style-type: none"> <li>There are no lesson plans available.</li> </ul> <p style="text-align: center;"><b>-or-</b></p> <ul style="list-style-type: none"> <li>Lesson plans are not aligned to the lesson observed.</li> </ul>
<b>B. *Standards-based Instructional Objectives</b>	<ul style="list-style-type: none"> <li>Teacher clearly and accurately communicates *standards-based instructional objectives and an instructional rationale for this learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher clearly and accurately communicates *standards-based instructional objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher communicates *standards-based instructional objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher communicates little or nothing about the *standards-based instructional objectives.</li> </ul> <p style="text-align: center;"><b>-or-</b></p> <ul style="list-style-type: none"> <li>The instructional objectives are not *standards-based.</li> </ul>
<b>C. Instructional Directions and Procedures</b>	<ul style="list-style-type: none"> <li>Teacher clearly and accurately communicates instructional directions and procedures for the activity.</li> <li>Teacher anticipates possible student misunderstanding.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher clearly and accurately communicates instructional directions and procedures for the activity.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher communicates instructional directions and procedures for the activity that are unclear.</li> </ul> <p style="text-align: center;"><b>and/or</b></p> <ul style="list-style-type: none"> <li>Teacher makes repeated attempts to clarify direction and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not communicate instructional directions or procedures for the activity.</li> </ul> <p style="text-align: center;"><b>-or-</b></p> <ul style="list-style-type: none"> <li>Teacher communicates instructional directions or procedures inaccurately.</li> </ul>

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## DOMAIN 3

(3.1 continued) **The teacher communicates \*standards-based instructional objectives, high expectations, instructive directions, procedures, and assessment criteria.**

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>D. High Expectations</b>	<ul style="list-style-type: none"> <li>Teacher communicates high expectations based on individual student abilities for *standards-based student work.</li> <li>Teacher routinely emphasizes completion of work and consistently encourages students to expend their best effort.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher communicates high expectations for *standards-based student work.</li> <li>Teacher emphasizes completion of work and encourages students to expend their best effort.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher communicates expectations for *standards-based student work.</li> <li>Teacher emphasizes completion of work but does not encourage the students to expend their best effort.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not communicate expectations for *standards-based student work.</li> <li>Teacher does not emphasize completion of work and/or does not encourage students to expend their best effort.</li> </ul>
<b>E. Assessment Criteria</b>	<ul style="list-style-type: none"> <li>Teacher clearly communicates assessment criteria that are aligned with the *standards-based instructional objectives and includes the task-specific criteria for various performance levels.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher clearly communicates to students the assessment criteria that are aligned with the *standards-based instructional objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher communicates to students unclear and/or incomplete assessment criteria that are aligned with the *standards-based instructional objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not communicate assessment criteria to students.</li> <li><b>-or-</b></li> <li>Assessment criteria is not aligned with the *standards-based instructional objectives.</li> </ul>

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## DOMAIN 3

### Standard 3.2 The teacher demonstrates content knowledge by using content specific instructional strategies.

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>A. <u>Instructional strategies &amp; Content Knowledge</u></b>	<ul style="list-style-type: none"> <li>Teacher <u>routinely</u> uses a <u>broad range of multiple instructional strategies</u> that are effective and appropriate to the content.</li> <li>Teacher conveys accurate content knowledge, including *standards-based content knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <u>uses instructional strategies</u> that are effective and appropriate to the content.</li> <li>Teacher conveys <u>accurate content knowledge</u>, including *standards-based content knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses a <u>limited range of instructional strategies</u> that are effective and appropriate to the content.</li> <li>Teacher <u>conveys some minor content inaccuracies</u> that do not contribute to making the content incomprehensible to the students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses <u>instructional strategies</u> that are ineffective and/or inappropriate to the content.</li> <li>Teacher conveys content inaccuracies that contribute to making the content incomprehensible to the students.</li> </ul>

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## DOMAIN 3

**Standard 3.3: The teacher uses \*standards-based instructional activities that promote conceptual understanding, extend student thinking, and monitors/adjusts instruction to meet individual needs.**

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>A. Conceptual Understanding</b>	<ul style="list-style-type: none"> <li>Teacher uses <u>challenging</u>, *standards-based activities at the <u>appropriate cognitive level</u> that <u>promote conceptual understanding</u> and <u>meet individual needs</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses <u>challenging</u> *standards-based activities at the <u>appropriate cognitive level</u> that <u>promote conceptual understanding</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses *standards-based activities at the <u>appropriate cognitive level</u> that do not promote <u>conceptual understanding</u>.</li> <li>-or-</li> <li>Teacher uses *standards-based activities at the <u>inappropriate cognitive level</u> that promote <u>conceptual understanding</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses *standards-based activities at the <u>inappropriate cognitive level</u> that do not promote <u>conceptual understanding</u>.</li> <li>-or-</li> <li>Teacher does not use *standards-based activities.</li> <li>-or-</li> <li>Teacher uses <u>inappropriate activities</u>.</li> </ul>
<b>B. Extension of Thinking</b>	<ul style="list-style-type: none"> <li>Teacher creates situations that challenge students to think <u>independently, creatively or critically</u> about the content being taught, to <u>reflect on their understanding</u> and to <u>consider new possibilities</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher creates situations that challenge students to think <u>independently, and creatively or critically</u> about the content being taught.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher creates situations that <u>challenge students</u> to think about the content being taught.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher creates situations that do not challenge students to think about the content.</li> </ul>
<b>C. Monitoring, Adjusting and Student Engagement</b>	<ul style="list-style-type: none"> <li>Teacher invites <u>input from students</u> in order to monitor and adjust instruction /activities/pacing to respond to differences in student needs.</li> <li>-or-</li> <li>The <u>instruction and activities address the needs of the students</u>.</li> <li>Teacher pursues the <u>active engagement</u> of all students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <u>monitors and adjusts instruction/activities/pacing</u> to respond to differences in student needs.</li> <li>Teacher pursues the <u>active engagement</u> of all students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <u>has difficulty monitoring or adjusting instruction/activities /pacing</u> to respond to differences in student needs.</li> <li>Teacher <u>pursues the active engagement</u> of all students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher fails to monitor or adjust instruction/activities/pacing to respond to differences in student needs.</li> <li>Teacher does not pursue the <u>active engagement</u> of all students.</li> </ul>

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## DOMAIN 3

**Standard 3.4** The teacher engages students in discourse and uses thought-provoking questions aligned with the lesson objectives to explore and extend content knowledge.

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>A. Discourse</b>	<ul style="list-style-type: none"> <li>Teacher structures and facilitates <u>discourse</u> at the evaluative, synthesis, and/or analysis levels between teacher and students and among students to explore and extend content knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher initiates and leads <u>discourse</u> at the evaluative, synthesis, and/or analysis levels to explore and extend the content knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher frames content-related discussion that is limited to a question and answer session.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher permits off-topic discussions, or does not elicit student responses.</li> </ul>
<b>B. Thought-Provoking Questions</b>	<ul style="list-style-type: none"> <li>Teacher routinely asks thought-provoking questions at the evaluative, synthesis, and/or analysis levels that focus on the objectives of the lesson.</li> <li>Teacher seeks clarification and elaboration through additional questions.</li> <li>Teacher provides appropriate wait time.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher asks <u>thought-provoking questions</u> at the evaluative, synthesis, and/or analysis levels that focus on the objectives of the lesson.</li> <li>Teacher seeks clarification through additional questions.</li> <li>Teacher provides appropriate wait time.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher asks questions that are relevant to the objectives of the lesson.</li> <li>Teacher asks follow-up questions.</li> <li>Teacher is inconsistent in providing appropriate wait time.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher frequently asks questions that are inappropriate to objectives of the lesson.</li> <li>Teacher frequently does not ask follow-up questions.</li> <li>Teacher answers own questions.</li> <li>Teacher frequently does not provide appropriate wait time.</li> </ul>

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## DOMAIN 3

**Standard 3.5** The teacher provides timely, constructive feedback to students about their progress toward the learning objectives using a variety of methods, and corrects student errors/misconceptions.

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>A. Quality- Methods and Timeliness</b>	<ul style="list-style-type: none"> <li>Teacher <u>regularly</u> provides <u>substantive</u>, accurate, specific and timely <u>feedback</u> to students about their progress toward the learning objectives.</li> <li>Teacher provides <u>feedback</u> using a variety of methods and facilitates student self-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides accurate, <u>specific</u> and timely <u>feedback</u> to students about their progress toward the learning objectives.</li> <li>Teacher provides <u>feedback</u> using a <u>variety of methods</u> and facilitates student self-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides <u>accurate and timely</u>, but <u>general feedback</u> to students about their progress toward the learning objectives.</li> <li>Teacher provides <u>feedback</u> using a <u>limited number of methods</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides insufficient and/or inaccurate <u>feedback</u> to students about their progress toward the learning objectives.</li> <li><b>-or-</b></li> <li><u>Feedback</u> is not provided in a timely manner.</li> </ul>
<b>B. Student Errors/ Misconceptions</b>	<ul style="list-style-type: none"> <li>Teacher corrects student content errors to individuals, groups, and/or the whole class by offering explanations that clarify the process or concept and by facilitating <u>opportunities for self-correction</u>.</li> <li>Teacher <u>anticipates and addresses</u> content-related misconceptions.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher corrects student content errors to individuals, groups, and/or the whole class <u>by offering explanations</u> that clarify the process or concept.</li> <li>Teacher <u>addresses content-related misconceptions as they arise</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <u>corrects student content errors</u> to individuals, groups, and/or the whole class but does not offer explanations that clarify the process or concept.</li> <li>Teacher <u>addresses some common content-related misconceptions as they arise</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not correct student content errors.</li> <li>Teacher fails to address content-related misconceptions.</li> </ul>

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## DOMAIN 4

**Standard 4.1 The teacher tracks student progress toward meeting the \*standards, (including indicators and benchmarks) and maintains instructional records that clearly show the basis for grade assignment.**

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>A. Grading Decisions</b>	<ul style="list-style-type: none"> <li>• Teacher provides evidence for and explains how a variety of recorded assessments are used as the basis for the assignment of grades.</li> <li>• Teacher provides evidence for and explains the systematic process used, in an <u>ongoing manner</u>, to track the <u>multiple</u> and varied assessments for each student's progress toward meeting the *standards.</li> <li>• Teacher submits grades in a timely manner.</li> <li>• Teacher <u>clearly communicates</u> an explanation of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher provides evidence for how a variety of recorded assessments are used as the basis for the assignment of grades.</li> <li>• Teacher provides evidence of the methods used to track the varied assessments for each student's progress toward meeting the *standards.</li> <li>• Teacher submits grades in a timely manner.</li> <li>• Teacher <u>clearly communicates</u> an explanation of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher provides evidence for how records are used as the basis for the assignment of grades.</li> <li>• Teacher provides evidence for tracking student progress toward meeting the *standards.</li> <li>• Teacher submits grades in a timely manner.</li> <li>• Teacher <u>clearly communicates</u> an explanation of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher maintains no instructional records.</li> <li style="text-align: center;"><b>-or-</b></li> <li>• Teacher maintains inaccurate or incomplete instructional records that may not support grades, and/or fails to submit them in a timely manner.</li> <li>• Teacher fails to submit grades in a timely manner.</li> <li>• Teacher does not <u>clearly communicate</u> an explanation of evidence.</li> <li style="text-align: center;"><b>-or-</b></li> <li>• Evidence not provided.</li> </ul>

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## DOMAIN 4

**Standard 4.2: The teacher informs the family about the academic/social progress of the student and the instructional program, and encourages family involvement in the students' education.**

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>A. Academic/ Social Progress</b>	<ul style="list-style-type: none"> <li>Teacher maintains <u>ongoing</u> communication and <u>promotes interactive communication</u> with the family by providing information on both positive and negative aspects of the student's academic and social progress.</li> <li>Teacher <u>clearly communicates</u> an explanation of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher maintains <u>ongoing</u> communication with the family by providing information on both positive and negative aspects of the student's academic and social progress.</li> <li>Teacher <u>clearly communicates</u> an explanation of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <u>communicates with</u> the family about the student's academic and social progress.</li> <li>Teacher <u>clearly communicates</u> an explanation of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher fails to communicate with the family concerning the student's academic and social progress.</li> <li>Teacher does not <u>clearly communicate</u> an explanation of evidence.</li> </ul> <p style="text-align: center;"><b>-or-</b></p> <ul style="list-style-type: none"> <li>Evidence not provided.</li> </ul>
<b>B. Instructional Program</b>	<ul style="list-style-type: none"> <li>Teacher establishes a <u>pattern</u> of providing information to the family about the instructional program beyond that required by the school.</li> <li>Teacher <u>clearly communicates</u> an explanation of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides information to the family about the instructional program <u>when required</u> by the school.</li> <li>Teacher <u>clearly communicates</u> an explanation of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides <u>inadequate</u> information to the family about the instructional program <u>when required</u> by the school.</li> <li>Teacher <u>clearly communicates</u> an explanation of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides incorrect or no information to the family about the instructional program.</li> <li>Teacher does not <u>clearly communicate</u> an explanation of evidence.</li> </ul> <p style="text-align: center;"><b>-or-</b></p> <ul style="list-style-type: none"> <li>Evidence not provided.</li> </ul>
<b>C. Family Involvement</b>	<ul style="list-style-type: none"> <li>Teacher creates and encourages <u>opportunities</u> for family involvement in classroom <u>and/or</u> school-wide activities <u>and</u> in the student's learning.</li> <li>Teacher <u>clearly communicates</u> an explanation of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher encourages family involvement in classroom and/or school-wide activities <u>and</u> in the student's learning.</li> <li>Teacher <u>clearly communicates</u> an explanation of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher encourages family involvement in classroom <u>and/or</u> school-wide activities.</li> <li>Teacher <u>clearly communicates</u> an explanation of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher makes few or no attempts to encourage family involvement.</li> <li>Teacher does not <u>clearly communicate</u> an explanation of evidence.</li> </ul> <p style="text-align: center;"><b>-or-</b></p> <ul style="list-style-type: none"> <li>Evidence not provided.</li> </ul>

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## DOMAIN 4

**Standard 4.3: The teacher establishes and maintains professional relationships by engaging in discourse about professional issues with peers/teams, functioning as a member of an instructional team/department/level, and participating in school events and district initiatives.**

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>A. Development and Implementation of Decisions and <u>Discourse</u> about Professional Issues</b>	<ul style="list-style-type: none"> <li>Teacher provides leadership in developing and implementing decisions made at the team/department and school level.</li> <li>Teacher demonstrates a pattern of initiating, leading, and engaging other teachers in <u>discourse</u> about professional issues.</li> <li>Teacher <u>clearly communicates</u> the evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher implements decisions made at the team/department and school level.</li> <li>Teacher <u>engages in discourse</u> about professional issues.</li> <li>Teacher <u>clearly communicates</u> the evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher implements most decisions made at the team/department and school level.</li> <li>Teacher attends professional development opportunities.</li> <li>Teacher <u>clearly communicates</u> the evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not implement decisions made at the team/department or school level.</li> <li>Teacher does not engage in <u>discourse</u> about professional issues.</li> <li>Teacher does not <u>clearly communicate</u> the evidence.</li> </ul> <p style="text-align: center;"><b>-or-</b></p> <ul style="list-style-type: none"> <li>Evidence not provided.</li> </ul>
<b>B. Participation in School Events</b>	<ul style="list-style-type: none"> <li>Teacher participates in multiple school events and/or committees, in addition to those required, and <u>assumes leadership roles</u>.</li> <li>Teacher <u>clearly communicates</u> the evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher participates and engages in required school events and committees.</li> <li>Teacher <u>clearly communicates</u> the evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher attends required school events and committees.</li> <li>Teacher <u>clearly communicates</u> the evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not participate in required school events and committees.</li> <li>Teacher does not <u>clearly communicate</u> the evidence.</li> </ul> <p style="text-align: center;"><b>-or-</b></p> <ul style="list-style-type: none"> <li>Evidence not provided.</li> </ul>
<b>C. Participation at the District Level</b>	<ul style="list-style-type: none"> <li>Teacher demonstrates a pattern of participation in <u>district initiatives</u>, contributes to decision-making processes, serves on sub-committees and/or disseminates information when appropriate.</li> <li>Teacher <u>clearly communicates</u> the evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher participates in and implements <u>district initiatives</u>.</li> <li>Teacher <u>clearly communicates</u> the evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher participates in and implements the majority of <u>district initiatives</u>.</li> <li>Teacher <u>clearly communicates</u> the evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not participate in and/or implement <u>district initiatives</u>.</li> <li>Teacher does not <u>clearly communicate</u> the evidence.</li> </ul> <p style="text-align: center;"><b>-or-</b></p> <ul style="list-style-type: none"> <li>Evidence not provided.</li> </ul>

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## DOMAIN 4

### Standard 4.4 The teacher improves content knowledge and pedagogical skills by participating in professional development activities.

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>A. Content and Pedagogical Skills</b>	<ul style="list-style-type: none"> <li>Teacher participates in required school/district professional development activities and demonstrates a consistent pattern of professional growth by participating in multiple and varied professional development activities designed to improve content knowledge and pedagogical skills.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher participates in required school/district professional development activities.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher attends required school/district professional development activities.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not attend required school/district professional development activities.</li> <li style="text-align: center;"><b>-or-</b></li> <li>Evidence not provided.</li> </ul>

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