

PORTLAND PUBLIC SCHOOLS



# Handbook for Professional Growth and Evaluation

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## Statement of Philosophy

Portland Public Schools is committed to providing the best educational program for all of its students. To this end, it supports a professional growth plan that focuses on continuous growth and improvement. We believe all staff members recognize the benefits of professional development to achieve the goals of the school and district. We also believe that appraisal of performance is based on a cooperative spirit, open communication, and joint responsibility. The performance appraisal system recognizes strengths and provides a means of support and improvement.



Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. It is the policy of the Portland Public School Board that there will be no discrimination or harassment of individuals or groups on the grounds of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation in any educational programs, activities or employment.

# Portland Public Schools Teacher Evaluation System

Teachers dedicate their professions to the development of their students. Our new evaluation system is about the teacher's development and a path for growth that honors the complexity of their work. It is the basis for a teacher and principal dialogue and is central to the cultivation of effective educators in each of our schools. That this system was written by teachers for teachers in partnership with administrators sets the tone for the collaboration that will define its use. Thank you to our teachers and administrators for leading the way.

**Rebecca Levison, Past President, Portland Association of Teachers**  
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## Introduction

This handbook outlines an educator’s evaluation plan which is intended to promote professional growth as well as provide feedback and guidance for improving professional practice. The approach of this plan is to develop a culture in which educators are responsible for their continued professional growth and supervisors are there to support and assist whenever needed, by providing timely, informative feedback. The supervisors and the educator have different roles but share responsibility for continued professional growth.

*“We’re moving away from the conflict approach to the collaboration approach. After all, we’re after the same thing – success for all of our students.”*

— **Antonio Lopez, regional administrator,**  
Franklin cluster schools

The district understands the fundamental purposes of educator evaluation to be improving performance and documenting accountability. The performance component links the personal growth dimension to helping educators learn about, reflect on, and improve their practice. It is formative in nature and suggests the need for continuous professional growth,

The accountability component reflects a commitment to the importance of professional goals of competence and quality performance. It is viewed as summative and relates to the importance of professional goals of competence and effectiveness.

The district’s evaluation system is characterized by:

- ▶ Both formative and summative evaluation process
- ▶ Self-directed professional growth for some educators
- ▶ Clear criteria and standards, supporting the district’s mission and beliefs
- ▶ Training for both educators and supervisors

These elements, taken together, permit reliable and valid judgments to be made regarding educator performance and professional growth.

In an effort to promote self-directed professional growth the Portland Public Schools teacher evaluation process provides two options for teachers. All probationary teachers will participate in the Direct Supervision Option 1 evaluation process. Contract teachers, may opt to participate in the Professional Growth Project Option 2. Option 2 is voluntary. Qualified contract teachers may elect Option 1 at any time. The supervisor is responsible for communicating to Human Resources whether a teacher is being evaluated using Option 1 or 2.



## **Purpose of Evaluation**

The goal of evaluation is to improve the quality of instruction being provided to students of Portland Public Schools. The evaluation process is the fundamental basis used to identify exceptional performance and areas where performance can and should be improved.

Persons involved in the evaluation process have a common goal of improvement of instruction and in the maintenance of standards for professional performance. The process of evaluation is most effective when both the teacher and the evaluator assume a major role and responsibility in the process. This is achieved through a cooperative effort which involves self-analysis by the teacher and objective observations and recommendations by the evaluator.

## **Procedural Steps**

The procedural steps in this evaluation process are intended to describe the cycle for evaluation of all contract, probationary and temporary teachers. A system of more intense supervision, designed to focus on needed improvements because of marginal or substandard performance, is also outlined in this manual. The annual cycle will be typical for teachers and the more intensive supervisory procedures will be typical for those in need of such supervision. The performance of a teacher's function is continuous and, therefore, evaluation is necessarily a continuous ongoing process. With respect to an individual teacher, a dramatic event may occur or intervene presenting an identified need justifying an immediate decision to recommend non-renewal or dismissal. This could require variance from, or repetition of, portions of the cycle or make it unnecessary to complete the remaining portions of the cycle or some or all of the typical steps in the intensive evaluation process including any plan of assistance. In addition, if a new significant identified need occurs after the annual cycle, the cycle can be modified to respond to the need. Principals will need to determine when such events have occurred justifying a variance from the procedures described herein. Incidental and daily monitoring of teachers can occur throughout the school year.

## **Transition Provision**

The evaluation process described in this booklet shall become effective July 1, 2011. Nothing herein, however, shall invalidate or reduce the effectiveness of evaluations prior to July 1, 2011 or modify the standards of performance applicable prior to the date. Should evaluations performed after July 1, 2011 take into account prior events or performance, the standards of performance in effect at the time of such prior events, as well as the standards set forth in this booklet, shall be considered.

## Procedures for Teacher Evaluations

### Distribution of Materials

At the beginning of the school year, the principal or supervisor shall place in teachers' boxes or in the absence thereof, otherwise make available a copy of this booklet on teacher evaluation to the teacher. This may be done electronically or by placing a paper copy in the teacher's mailbox. As modifications or amendments of this booklet are received by the building or as newly elected teachers arrive, a similar distribution process shall be followed. A supply of this booklet and such modifications or amendments shall be maintained in the office of the principal or supervisor for teachers seeking copies.

*“Feedback is only going to improve your teaching. Without that input, we can sometimes get in a rut and we don't grow because we are in our comfort zone.”*

— Donald Enfield, Math/Social Studies/Language Arts teacher, Beach K-8 School

### Performance Goal Setting

Performance goals (targets) consist of specific commitments to improve performance of a teacher within a school, a classroom, or with an individual student. Goals relate to the teacher's assignment and the District's Performance Standards. Goals may also result from feedback after classroom observation, personal interests, previous evaluation, or from District and school handbooks for teachers. Goals may be shared by more than one teacher and the scope of their applicability may be to an individual student or to the entire District. Applicable performance goals will be established in the pre-evaluation interview and thereafter as appropriate. They are to be developed cooperatively between the teacher and the principal or supervisor; however, in the case of disagreement concerning the goal, final determination will be made by the principal or supervisor.

Each goal will contain the following:

- ▶ The specific desired change in professional performance to be achieved.
- ▶ The action to be taken to achieve the desired change.
- ▶ A description of the resources needed.
- ▶ The indicators to be used to assess whether or not the goal has been achieved.
- ▶ A reasonable timeline for completion.

A goal may cover a period of time beyond the school year in which it is set.

## Direct Supervision (Option 1) Procedures

Direct Supervision Option 1, sometimes called “the traditional cycle” follows the procedure outlined below. All probationary teachers will participate in Option One. Nothing in the evaluation process prescribed in this booklet shall be interpreted as limiting the authority of the School Board to non-renew or discharge probationary or temporary teachers pursuant to the discretion delegated by law.

Contract teachers in year 2 of their evaluation cycle who do not meet the requirements for Option 2 or who elect Option 1, will also follow the procedure outlined below.

### A. Pre-Evaluation Interviews

Prior to the commencement of formal observations by the principal or supervisor, the principal or supervisor and teacher will meet in a pre-evaluation interview. If such has not been done at a general orientation meeting or individual session attended by the teacher, then during such interview, the material pertaining to the evaluation process will be reviewed. Applicable performance goals (generally one to five goals) will be established in such pre-evaluation interview and thereafter as appropriate.

### B. Observations

There shall be **at least one** prescheduled formal observation for permanent contract teachers each year and **at least three** prescheduled formal observations for probationary teachers each year. Additional scheduled or non-scheduled observations may be conducted as determined by the principal or supervisor, however, an unusually extensive number of observations should coincide with the use of a plan of assistance. Formal observations are intended to be a part of the scheduled evaluation cycle.

### C. Post-Observation Conference

The teacher may request a post-observation conference after each prescheduled observation. There shall be at least one post-observation conference prior to the completion of the required minimum formal evaluation reports described below. The purpose of this meeting will be to review the summary of comments made by the evaluator to provide such information to the teacher in a timely fashion. This should include any oral or written suggestions or directives for improvement or change or commendations for exemplary performance then or previously given.

### D. Evaluation Interview

Prior to the due date of the required minimum formal evaluation reports described below, there shall be an evaluation interview. Issues addressed may be the same as, or in addition to those that were discussed in the post-observation conference. At this time, the teacher will be given a copy of the formal evaluation report which contains suggestions, directions, or commendations and the contents will be reviewed with the teacher by the principal or supervisor. A supervisor may mark the report that a teacher meets

minimum standards in an area and still comment on needed improvement. When the form is marked “does not meet minimum standards unsatisfactory;” that this indicates that the performance in that area is judged by the evaluator to be substandard. The teacher shall be available for such interview and shall sign a copy of the evaluation report at that time to signify receipt thereof. The teacher is entitled then or thereafter to make additional statements as provided by ORS 342.850. Administrative Regulation 500.81 (5) further provides:

“The system is a significant improvement – having a tool that evaluates a body of work from a teacher rather than a series of observations and having shared expectations so we are coming together with a shared perspective and understanding.”

— Traci Osterhagen, assistant principal, Laurelhurst K-8 School

“If in the course of the formal conference on the written evaluation, either the teacher or administrator believes that the nature of the conference makes the presence of an objective observer appropriate, the conference may be postponed until the presence of a mutually selected, nonparticipating observer from the school staff is arranged. In the event no observer is mutually acceptable from the school staff, then one may be mutually selected from the District staff. The opportunity to select and request an observer shall not delay the evaluation conference more than two working days.”

### **E. Evaluation Reports**

Formal evaluation reports regarding probationary teachers shall be completed at least twice a year and submitted by the last working day preceding winter break and March 1. A formal evaluation report shall be made with respect to contract teachers using Option 1 at least every other year by May 1 of the applicable year. Any contract teacher who transfers to another school or has his/her assignment substantially changed will be evaluated that year. More frequent evaluations may occur when a significant need exists

All final evaluation reports will use the district adopted forms as provided in this manual. The written evaluation report and any additional statements are placed in the teachers personnel file. *In addition, at least once a year for probationary teachers and every other year for contract teachers, the supervisor must complete the State Board of Education form.*

## **Professional Growth Program (Option 2) Procedures**

**A.** The Professional Growth Program is a self directed supervision model. The goal of Option 2 is to provide a structure through which educators may grow professionally, encouraging individual and collaborative groups to take on professional challenges. Exploration, flexibility, self-direction and collegial involvement are highly encouraged. Educators may choose to work individually or with others.

Contract teachers who have completed the Direct Supervision Option 1 process and whose final evaluation form does not include any ratings of Unsatisfactory,

may, with administrator's consent, opt to participate in Professional Growth Program Option 2.

**B. Evaluation Process and Timeline:** Educators, in collaboration with their supervisors, will agree upon a professional growth project by December 15 of the first year of the educator's evaluation cycle. Educators who choose Option 2 will develop a Professional Growth Plan (PGP) which identifies goals, implementation strategies, resources, timelines, and desired outcomes. The PGP will be presented to the supervisor in the spring of the first year of the evaluation cycle. The PGP will be implemented during the second year of the evaluation cycle. Following successful completion of the PGP, the employee will have a reflection year. The cycle will begin again the following year. (See Appendix G for calendar)

If at any time during the first or second year of the PGP, the teacher or supervisor determine that progress on the PGP is insufficient, the teacher may be returned to Direct Supervision Option 1.

Supervisors may return an employee to Direct Supervision Option 1 for the following evaluation cycle if the employee fails to meet the minimum expectations for Option 2. The supervisor will meet with the employee and outline the specific deficiencies.

Professional Growth Projects may include:

- ▶ Action Research
- ▶ Peer Coaching
- ▶ Reflective Journaling
- ▶ Teacher Portfolio
- ▶ Study Groups
- ▶ Videotape Analysis
- ▶ Other methods as agreed

**C. Supervisors Role:** The supervisor's role in Option 2 is one of collaboration, guidance, observation and assessment. Each fall the supervisor will notify teachers eligible for participation in Option 2. The supervisor will collaborate with the teacher to determine appropriate goals, indicators of success and available resources. Teachers will meet with the supervisor on a regular basis to review progress. The supervisor will determine the need to intervene and redirect a professional growth project if they deem it is not succeeding.

**D. Evaluation Reports:** The final report of the Professional Growth Project will be completed by May 1 of the second year of the teacher's evaluation cycle. The teacher will meet with the supervisor to present the results of their project. In addition, the summary will include a written narrative, or a portfolio of artifacts, or other relevant documentation as agreed upon in the project planning. The supervisor will write a final evaluative summary of the teachers work using the forms provided in this manual. The supervisor's summary will become part of the teacher's personnel file.

## Plan of Assistance.

**A.** A plan of assistance is a formal process of more intense supervision and assistance designed to focus on needed improvements with respect to the District's Performance Standards. Normally the process is initiated by the principal or supervisor at the time of the evaluation interview unless a significant need is identified earlier.

The determination of whether a plan of assistance is needed is based on the District's requirements. Since teachers may be reassigned into different situations and responsibilities, it is necessary that no specific limit is

placed on the number or frequency of plans of assistance. On the other hand, initiation or continuation of a plan is not required when such would not materially affect the need for the services of the teacher. Thus, if the improvement sought by the plan would occur when the teacher would not be employed, the plan need not be initiated or continued. The following are examples:

When, so far as it appears, the teacher will not be re-employed (e.g., temporary teachers completing the year for a teacher who will return the ensuing year); or

When the teacher is to be dismissed or laid off by reason of abolishment of position or reduction in staff.

The written plan of assistance shall include:

- ▶ a description of any deficiencies found which are to be addressed by the plan.
- ▶ the specific desired improvement in performance that the teacher is expected to achieve.
- ▶ the specific actions that the teacher should take in order to attain the desired improvement.
- ▶ a description of resources to be offered and assistance to be provided by the District.
- ▶ a reasonable timeline to demonstrate improvement.
- ▶ a schedule for assessing progress toward achieving improvement in performance.

*“I appreciate having Option One and Option Two. Option Two means you are able to give those master teachers the opportunity to take it to the next level and explore in a collaborative manner with me what that next step is. Option One gives you a systematic yet thorough evaluation process that is just a different way of getting to the same thing – improved instruction, improved communication and improved results for kids.”*

— **Greg Neuman, assistant principal,  
Roosevelt High School**

**B. Non-Classroom Assignments.** If the job assignment of a teacher includes a majority of time or a specific segment of time spent in activities other than direct classroom instruction, the procedures for classroom observations shall not apply. thereto, but other arrangements for general observations of the same minimum numbers and guidelines shall be made and foregoing processes shall be applied as applicable. Direct Supervision Option 1 evaluation documents for counselors, school psychologists, instructional specialists and library/media specialist are

*“I don’t want an evaluation where everything was great. If I can see areas where I can grow, I want them to see it too and share it with me.”*

— Abby Levin, 4th grade teacher,  
Alameda K-5 School

included in this manual. These professional may elect the Professional Growth Project Option 2 if they are a contract educator and have no Unsatisfactory ratings on their most recent Option 1 evaluation.

### **C. Performance Standards**

The following performance standards shall apply to teachers:

#### **Planning, Preparation and Curriculum**

- Demonstrating knowledge of Standards, Content, and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Designing Coherent Instruction
- Designing Student Assessments

#### **The Classroom Environment and Student Management**

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

#### **Instruction and Assessment**

- Communicating with Students
- Using Question and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

#### **Professional Responsibilities**

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community
- Growing and Developing Professionally
- Demonstrating Professionalism



## **General Effect of Status of Adopted Evaluation Process**

This booklet sets forth the process to be used in evaluating the performance of teachers employed by Portland Public Schools. This process has been developed and shall be implemented in compliance with the requirements of ORS 342.850, as amended by Chapter 598, Oregon Laws, 1979 (Senate Bill 354).





## **Appendices**

- A.** Job Descriptions (Classroom Teacher)
- B.** Goal Setting Template (To be developed Fall/Winter 2011)
- C.** Rubrics for the Four Domains of Teaching
- D.** Rubrics for Other Educators (To be developed Fall/Winter 2011)
- E.** Pre-Evaluation conference template (To be developed Fall/Winter 2011)
- F.** Post Evaluation conference template (To be developed Fall/Winter 2011)
- G.** Calendar for Direct Supervision Option 1
- H.** Calendar for Professional Growth Project Option 2
- I.** Flowcharts for Evaluation

## Appendix A: Job Descriptions

### Classroom Teacher — Definition

The classroom teacher performs under supervision of a principal or other designated supervisor and has major responsibility for the instruction and supervision of students. Instruction of students shall include individual skill development, expansion of knowledge, and development of ability to reason. Supervision of students shall include guidance, development and safety. The classroom teacher functions in accordance with the established policies, rules, regulations and the performance standards of the District and the performance goals established for the teacher.

### Major Duties And Responsibilities

1. Identifies the needs of a group of students as well as individual students and provides for continuous assessment of their ability.
2. Develops lesson plans and instructional materials and performance goals in accordance with methods prescribed by the supervisor.
3. Provides instruction to students at appropriate levels in the subject matter(s) for which the teacher is assigned.
4. Instructs students appropriately in citizenship and interpersonal relationship, and responsibility.
5. Provides instruction, organization and management in the classroom which creates an environment conducive to learning.
6. Establishes, maintains and supports standards of personal conduct and discipline in accordance with the discipline policies and regulations of the district.
7. Evaluates the students' academic progress and social growth, maintains appropriate records, prepares reports and communicates with parents or guardians on the individual student's progress.
8. Supervises students both in and out of the classroom.
9. Maintains professional competence through participation in district provided in-service activities and/ or self-selected professional growth activities related to their job responsibilities.
10. Initiates, plans and participates in parent conferences and other parental contact.
11. Participates in the assessment and planning of curriculum development and other programs to meet the needs of his/her assigned school.
12. Follows established curriculum programs.
13. May plan, coordinate and supervise classified employees who are assigned to assist the teacher.
14. Maintains effective communications with students, patrons and colleagues.
15. Performs other duties which may be assigned from time to time.

These responsibilities are subject to the terms and conditions of the teachers' collective bargaining agreement and other policies and regulations of the District.

# Appendix C: Rubrics for the Four Domains of Teaching

## Domain 1: Planning, Preparation and Curriculum

### Component 1a: Demonstrating Knowledge of Students

**Elements:** Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

Element	Level of Performance		
	Unsatisfactory	Developing	Proficient
<b>Knowledge of child and adolescent development</b>	Teacher displays little or no knowledge of the developmental characteristics of the age group and the impact of race and culture.	Teacher displays partial knowledge of the developmental characteristics of the age group and the impact of race and culture.	Teacher displays accurate understanding of the typical developmental characteristics of the age group including the impact of race and culture, as well as exceptions to the general patterns.
<b>Knowledge of the learning process</b>	Teacher sees no value in understanding how students from diverse backgrounds and experiences learn and does not seek such information.	Teacher recognizes the value of knowing how students from diverse backgrounds and experiences learn, but this knowledge is limited or outdated.	Teacher displays extensive and subtle understanding of how students from diverse backgrounds and experiences learn and applies this knowledge to individual students.
<b>Knowledge of students' skills, knowledge, and language proficiency</b>	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.
<b>Knowledge of students' interests and cultural heritage</b>	Teacher displays little or no knowledge of students' interests and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
<b>Knowledge of students' special needs</b>	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

## Component 1b: Designing Coherent Instruction

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

		<b>Level of Performance</b>		
<b>Element</b>	<b>Unsatisfactory</b>	<b>Developing</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Learning activities</b>	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
<b>Instructional materials and resources</b>	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	The materials and resources are suitable to students, support the instructional outcomes, reflect the ethnic and racial diversity of the students (as appropriate), and are designed to engage students in meaningful learning. The teacher draws from a variety of human resources, from experts within the classroom community to those from the community at large.	All of the materials and resources are suitable to students, support the instructional outcomes, reflect the ethnic and racial diversity of the students (as appropriate) and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
<b>Instructional groups</b>	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
<b>Lesson and unit structure</b>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

## Component 1c: Setting Instructional Outcomes

Elements: Value, sequence, and alignment • Clarity • Appropriate for diverse learner

		Level of Performance		
Element	Unsatisfactory	Developing	Proficient	Distinguished
Value, sequence, and alignment	Planned outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Planned outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most planned outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All planned outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Clarity	Planned outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Planned outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional planned outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the planned outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Appropriate for diverse learners	Planned outcomes are not appropriate for the class or are not based on any assessment of student needs.	Most of the planned outcomes are appropriate for most of the students in the class based on general assessments of student learning.	Most of the planned outcomes are appropriate for all students in the class and are based on evidence of student proficiency and takes into account the varying needs of individual students and groups.	Planned outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

## Component 1d: Demonstrating Knowledge of Standards, Content, and Subject Matter

Elements: Knowledge of standards, content and subject matter • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy

Element	Level of Performance			Distinguished
	Unsatisfactory	Developing	Proficient	
Knowledge of standards, content, and subject matter	Teacher lacks knowledge of standards, makes content errors or does not correct errors made by students.	Teacher is familiar with the standards and the important concepts in the subject matter but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the standards and the important concepts in the subject matter and how these relate to one another.	Teacher displays extensive knowledge of the standards and important concepts in the subject matter and how these relate both to one another and to other subjects.
Knowledge of prerequisite relationships	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
Knowledge of content-related pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. Teacher is unaware of the educational impact of race and culture and does not attempt to adjust curriculum accordingly.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the subject matter or to the students. Teacher is aware of the educational impact of race and culture and attempts to adjust curriculum accordingly.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches. Teacher recognizes the educational impact of race and culture and sufficiently adapts curriculum to reflect racial and cultural diversity.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject matter, anticipating student misconceptions. Teacher recognizes the educational impact of race and culture and adapts curriculum to reflect racial and cultural diversity. Teacher is fluent in the use of culturally responsive strategies that produce equitable outcomes.

## Component 1e: Designing Student Assessments

**Elements:** Align with instructional outcomes • Criteria and standards • Design of formative assessments • Uses assessment results for planning

		Level of Performance		
Element	Unsatisfactory	Developing	Proficient	Distinguished
Align with instructional outcomes	Assessment procedures are not aligned with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; methodologies may have been adapted for diverse groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Criteria and standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development as appropriate.
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Uses assessment results for planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

24 **Domain 2: The Classroom Environment and Student Management**

**Component 2a: Establishing a Culture for Learning and an Environment of Respect and Rapport**

Elements: Teacher interactions with students • Importance of the content • Expectations for learning and achievement • Teacher creates environment that promotes pride in work

		Level of Performance		
Element	Unsatisfactory	Developing	Proficient	Distinguished
Teacher interaction with students	Teacher interaction is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Teacher intentionally and respectfully engages all students.	Teacher interactions reflect genuine respect and caring for individuals as well as groups of students. Teacher intentionally and respectfully engages all students.
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been 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 content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Teacher creates environment that promotes pride in work	Teacher creates an environment that allows for students to demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Teacher creates an environment that allows students to minimally accept the responsibility to do good work but invest little of their energy into its quality.	Teacher insists on work of high quality and students demonstrate pride in their work.	Teacher creates an environment that insists students attend to detail, take obvious pride in their work, initiate improvements on their own or by helping peers.



## Component 2b: Managing Classroom Procedures

Elements: Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties

Element	Level of Performance			
	Unsatisfactory	Developing	Proficient	Distinguished
Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	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 smooth operation.
Performance of non-instructional duties (such as taking attendance, breakfast distribution, return of permission slips for a field trip or distribution of newsletters etc.)	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.

## Component 2c: Managing Student Behavior

Elements: Expectations • Monitoring of student behavior • Response to student misbehavior

Element	Level of Performance			
	Unsatisfactory	Developing	Proficient	Distinguished
<b>Expectations</b>	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, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
<b>Monitoring of student behavior</b>	Student behavior is not monitored, and teacher is unaware of what the students are doing. Teacher over identifies misbehavior of students from a particular racial or ethnic group.	Teacher is generally aware of student behavior but may miss the activities of some students. Teacher may over identify student misbehavior from a particular racial or ethnic group.	Teacher is alert to student behavior at all times. Teacher identifies and incorporates the various communication styles of students from various racial or ethnic groups.	Monitoring by teacher is subtle and preventive. Teacher identifies and incorporates the various communication styles of students from various racial or ethnic groups. Students monitor their own behavior.
<b>Response to student misbehavior</b>	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules. Teacher has inconsistent responses to students from particular racial or ethnic groups.	Teacher response to misbehavior is appropriate, consistent and successful and respects the racial and cultural diversity of the students. Student behavior is generally appropriate.	Teacher response to misbehavior is consistent, successful and respects the racial and cultural diversity of the students. Responses are highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

## Component 2d: Organizing Physical Space

Elements: Safety and accessibility • Arrangement of furniture and use of physical resources

		Level of Performance		
Element	Unsatisfactory	Developing	Proficient	Distinguished
Safety and accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

**28 Domain 3: Instruction and Assessment**  
**Component 3a: Communicating with Students**

Elements: Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language

Element	Level of Performance			Distinguished
	Unsatisfactory	Developing	Proficient	
Expectations for learning communicated to students	Teacher's instructional purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's instructional purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the instructional purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
Directions and procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
Explanations of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is creative, clear and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. 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 the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

## Component 3b: Engaging Students in Learning

Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

Element	Level of Performance			Distinguished
	Unsatisfactory	Developing	Proficient	
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive, flexible and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive, flexible and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups, as appropriate.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students. The teacher makes no effort to incorporate resources that reflect the racial and cultural diversity of the students.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially engaged with them. The teacher makes minimal effort to incorporate resources that reflect the racial and cultural diversity of the students.	Instructional materials and resources are suitable to the instructional purposes, engage students and reflect the racial and cultural diversity of the students (as appropriate).	Instructional materials and resources are suitable to the instructional purposes, reflect the racial and cultural diversity of the students (as appropriate), and engage students. Students initiate the choice, adaptation, or creation of materials to enhance their learning (as appropriate).
Structure and pacing	The lesson has no clearly defined structure, or the pace 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 generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

### Component 3c: Using Assessment in Instruction

Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

		Level of Performance		
Element	Unsatisfactory	Developing	Proficient	Distinguished
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality and students make use of the feedback in their learning.
Student self-assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

## Component 3d: Demonstrating Flexibility and Responsiveness

Elements: Lesson adjustment • Response to students • Persistence

Element	Level of Performance			
	Unsatisfactory	Developing	Proficient	Distinguished
<b>Lesson adjustment</b>	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
<b>Response to students</b>	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. Teacher has inconsistent responses to questions from students of racial and diverse groups (i.e. special needs, students of color).	Teacher successfully accommodates students' questions or interests. Teacher response to students' questions/ interests is appropriate, consistent and successful and respects their racial and cultural diversity.	Teacher response to students' questions/ interests is appropriate, consistent and successful and respects their racial and cultural diversity. Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
<b>Persistence</b>	The teacher resists accepting responsibility and does not apply instructional strategies with struggling students.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad 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.

### Component 3e: Using Questioning and Discussion Techniques

Elements: Quality of questions • Discussion techniques • Student engagement

		Level of Performance		
Element	Unsatisfactory	Developing	Proficient	Distinguished
Quality of questions	Teacher's questions lack cognitive challenge and expect single correct responses. Questions are asked in rapid succession.	Teacher's questions are a combination of low and high cognitive challenge and are posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high cognitive challenge. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high cognitive challenge, with adequate time for students to respond. Students formulate many questions.
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student engagement	Teacher engages only a few students in discussion.	Teacher employs strategies to engage students in the discussion.	Teacher effectively employs strategies to engage all students in the classroom.	Teacher effectively employs strategies so that students themselves ensure that all voices are heard in the discussion, as appropriate.



## Domain 4: Professional Responsibilities

### Component 4a: Reflecting on Teaching

Elements: Accuracy • Use in future teaching

		Level of Performance		
Element	Unsatisfactory	Developing	Proficient	Distinguished
Accuracy	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
Use in future teaching	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

### Component 4b: Maintaining Accurate Records

Elements: Student completion of assignments • Student progress in learning • Non-instructional records

Element	Level of Performance		
	Unsatisfactory	Developing	Proficient
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. Students participate in maintaining the records.
Student progress in learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records (when appropriate).
Non-instructional records (such as submitted permission slips, family phone call log, PD certificates, etc)	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.

## Component 4c: Demonstrating Professionalism

Elements: Integrity and ethical conduct • Service to students • Decision making • Compliance with school and district regulations

Element	Level of Performance		
	Unsatisfactory	Developing	Proficient
<b>Integrity and ethical conduct</b>	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest and maintains confidentiality in interactions with colleagues, students, and the public.	Teacher displays honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.
<b>Service to students</b>	Teacher is not alert to students' needs.	Teacher's attempts to serve students' needs are inconsistent.	Teacher is highly proactive in serving students' needs, seeking out resources when needed.
<b>Decision making</b>	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Teacher pursues proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds.
<b>Compliance with school and district regulations</b>	Teacher does not comply with school and district policies.	Teacher complies minimally with school and district policies, doing just enough to get by.	Teacher complies fully with school and district policies, taking a leadership role with colleagues.

### Component 4d: Communicating with Families

Elements: Information about the instructional program • Information about individual students • Engagement of families in the instructional program

Element	Level of Performance			
	Unsatisfactory	Developing	Proficient	Distinguished
Information about the instructional program	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information about individual students	Teacher provides minimal information to families about individual students; or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about student progress as appropriate, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled professionally and with cultural sensitivity.
Engagement of families in the instructional program	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are persistent. Teacher pursues proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds.	Teacher pursues proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds. Teacher's efforts to engage families in the instructional program are varied and persistent. Students contribute ideas for projects that could be enhanced by family participation.

## Component 4e: Participating in a Professional Community

Elements: Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and/or district activities

		Level of Performance		
Element	Unsatisfactory	Developing	Proficient	Distinguished
Relationships with colleagues	Teacher does not maintain cooperative relationships with colleagues to fulfill duties that the school or district requires.	Teacher maintains cooperative relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation to fulfill duties that the school or district requires. Teacher takes initiative in assuming leadership among the faculty.
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
Participation in school and/or district activities.	Teacher avoids being involved in school activities.	Teacher participates in school activities when specifically asked.	Teacher participates in school and/or district activities making a substantial contribution.	Teacher participates in school and/or district activities, making a substantial contribution, and assumes a positive leadership role.

### Component 4f: Growing and Developing Professionally

Elements: Enhancement of content knowledge and pedagogical skill • Receptivity to feedback • Service to the profession

		<b>Level of Performance</b>		
<b>Element</b>	<b>Unsatisfactory</b>	<b>Developing</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Enhancement of content knowledge and pedagogical skill</b>	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent.	Teacher welcomes opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher pursues culturally responsive trainings to improve instructional practice.	Teacher seeks out opportunities for professional development and applies new learning in the classroom. The teacher pursues and applies culturally responsive trainings to improve instructional practice.
<b>Receptivity to feedback</b>	Teacher resists feedback.	Teacher accepts feedback, with some reluctance.	Teacher welcomes feedback and incorporates it into program.	Teacher seeks out feedback, incorporating it into program.

# **Appendix G: Calendar for Direct Supervision Option 1 (probationary)**

## **Year 1,2:**

- Fall/Winter: Goal setting  
Pre-evaluation conference  
Formal observation(s)  
Informal observations  
Post observation conferences  
Post evaluation conferences and written evaluation signed (before winter break)
- Spring: Formal observation(s)  
Informal observations  
Post observation conferences  
Post evaluation conference and written evaluation signed by last working day preceding winter break or by March 1.

## **Calendar for Direct Supervision Option 1 (contract educators)**

### **Year 1:**

- Fall/Winter: Goal setting  
Pre-evaluation conference  
Formal observation(s)  
Post observation conferences  
Informal observations  
Post evaluation conference and written evaluation signed by May 1.

- Year 2:** No formal evaluation

## Appendix H: Calendar for Professional Growth Project Option 2

(Templates to be developed)

### Year 1: Planning

Fall: Initial meeting between educator and supervisor to discuss project goals (before winter break)

Spring: Finalization of and agreement on project plan

### Year 2: Implementation

Fall: Educator and supervisor meet to revisit plan and begin implementation

Spring: Teacher evaluates outcome and presents to supervisor. Teacher writes reflection and supervisor adds comments Reflection document signed and placed in Personnel File.

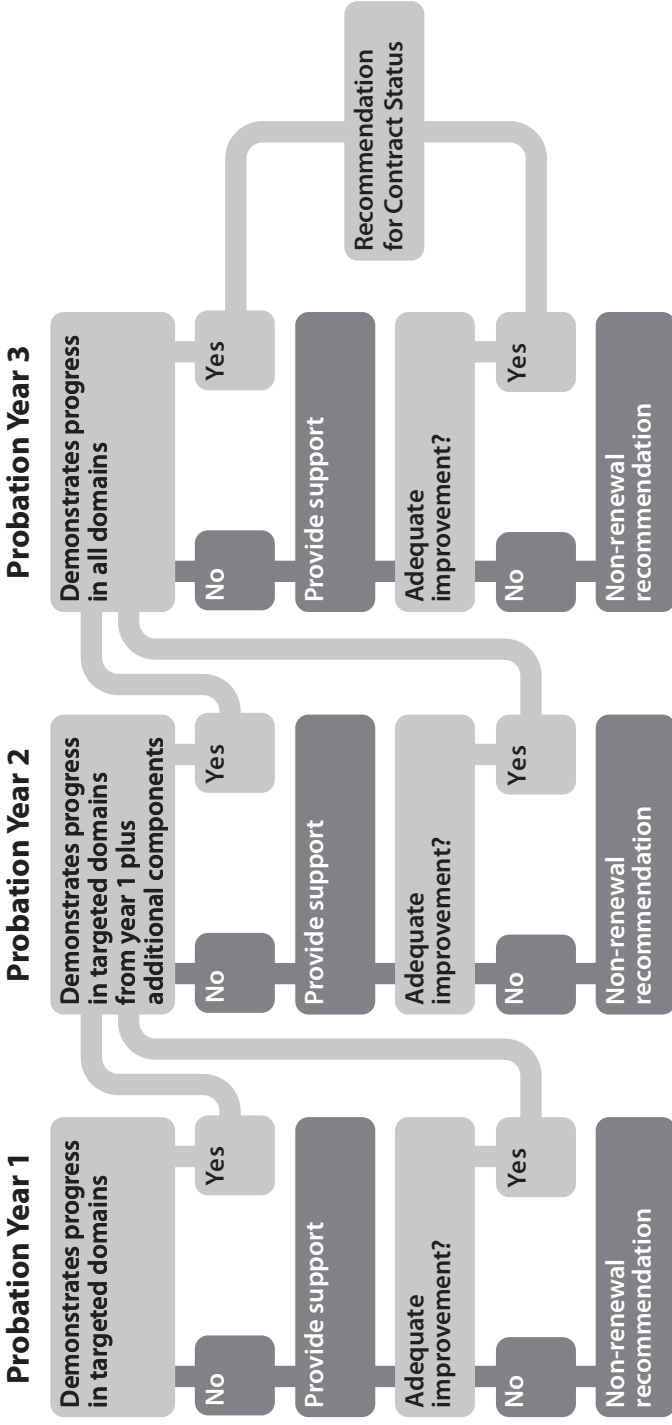
### Year 3: Reflection

Fall/Spring: Educator continues to reflect on project outcomes. Educator may choose to support and mentor colleagues who are working on a professional growth project.

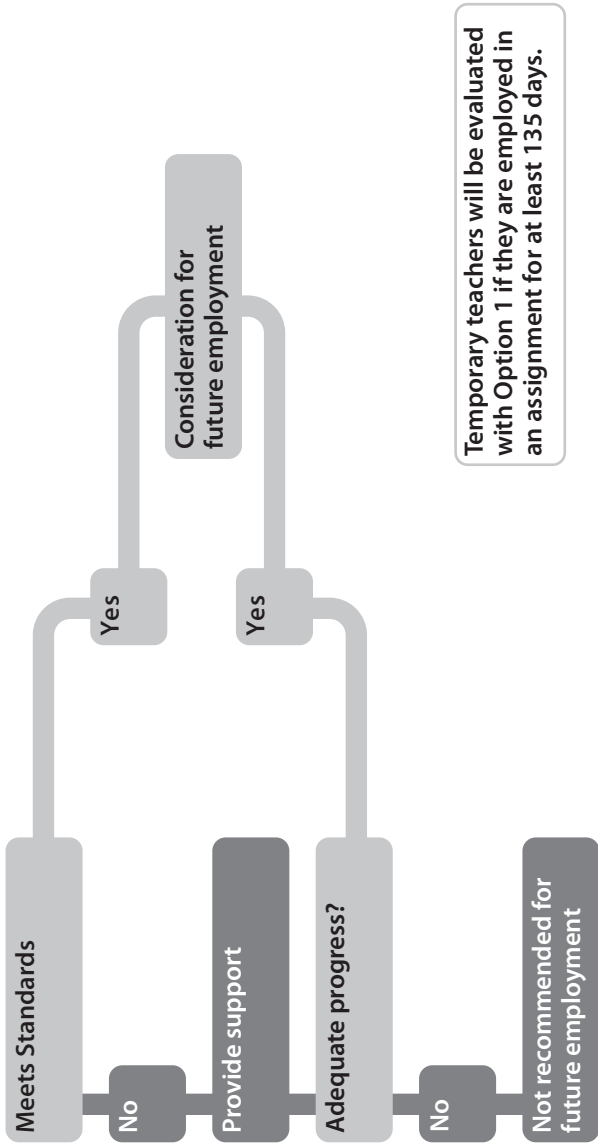


# Appendix I: Flowcharts for Evaluation

## Probationary Evaluation Process



## 42 Temporary Evaluation Process



## Options for Contract Educators

