



MESA PUBLIC SCHOOLS

**CLASSROOM TEACHER EVALUATION SYSTEM
2014-15**



Acknowledgements

This handbook was created with input and support from:

Arizona Revised Statute § 15-203(A)(38)

Charlotte Danielson, *Enhancing Professional Practice: A Framework for Teaching* (2nd Edition)

Charlotte Danielson, *A Framework for Teaching* (2011 Revised Edition)

Charlotte Danielson, *The Framework for Teaching Evaluation Instrument* (2013 Edition)

Chicago Public Schools, *The Excellence in Teaching Project*

InTASC Model Core Teaching Standards, CCSSO's Interstate Teacher Assessment and Support Consortium (April 2011)

Mesa Public Schools Educators

Northbrook/Glenview School District 30, Appraisal System

The Arizona State Board of Education, *Arizona Framework for Measuring Educator Effectiveness*

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Teacher Evaluation Committee

Teachers

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Nancy Berthold	Mesa High School
Cynthia Crown	Red Mountain High School
Kim Elliott	Smith Junior High School
James Epley	Mountain View High School
Dennis Esparza	Brimhall Junior High School
Jennifer Kunz	Zaharis Elementary School
Eileen Mattingly	Stapley Junior High School
Linda Newman	Franklin East Elementary School
Marie Smith	Johnson Elementary School
Aimee Stagnoli	Guerrero Elementary School
Kerri Whitely	Whitman Elementary School

Specialists

Valeri Angus	Professional Development
Kathy Ray	Taft Elementary School

Assistant Principals and Team Leaders

Tony Elmer	Carson Junior High School
James Gowdy	Red Mountain High School

Principals

Kent Ashton	Mendoza Elementary School
Patricia Christie	Fremont Junior High School
Matthew Devlin	Rhodes Junior High School
Steven Green	Skyline High School
Suzanne McCullough	Superstition High School
Helen Riddle	Westwood High School
Monica Torres	Keller Elementary School

Executive Directors and Directors

Jill Bonewell	Human Resources
Marlo Loria	Career and Technical Education
Joseph O'Reilly	Student Achievement Support
Tracy Yslas	Professional Development

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Evaluation Introduction

In 2010, a state law was enacted to change the culture of education in Arizona and to improve how local education agencies evaluate classroom teachers. Arizona Revised Statute § 15-203(A)(38) requires the Arizona State Board of Education to adopt and maintain a model framework for a classroom teacher evaluation instrument that includes quantitative data on student academic progress. Furthermore, the statute states that student academic progress shall account for 33 to 50 percent of the classroom teacher evaluation outcomes. The Arizona State Board of Education approved the Arizona Framework for Measuring Educator Effectiveness, which complies with all legal requirements of the statute while providing school districts with some flexibility in developing their own classroom teacher evaluation systems. The state's framework requires:

- Annual evaluation of teachers
- Rubrics for teaching performance aligned with national teaching standards as approved by the State Board of Education
- Multiple classroom observations that account for 50 to 67 percent of the classroom teacher evaluation outcomes
- Multiple student academic progress measurements that account for 33 to 50 percent of the classroom teacher evaluation outcomes

Through a collaborative effort involving teachers, principals, curriculum and instruction specialists, professional development leaders, and research and evaluation staff members, Mesa Public Schools has developed a classroom teacher evaluation system that aligns with the state's framework and with the vision, mission, core values, priorities and goals that are part of the district's strategic plan.

The classroom teacher evaluation system, which includes measurements of teaching performance and student academic progress, is designed to enhance teaching and student achievement through targeted professional development and data-informed decision making. It is intended to bring clarity, conversation and improvements to teaching and learning by:

- Providing a common district wide definition of effective teaching
- Embracing meaningful discussion and collaboration about teaching practices
- Focusing on continuous growth for all teachers
- Identifying and emphasizing strategies that have the greatest impact on student learning

District Vision, Mission, Core Values, Priorities and Goals

Vision Statement

Unprecedented Excellence in Education

Mission Statement

The mission of Mesa Public Schools is to develop a highly educated and productive community, one student at a time.

Core Values

In Mesa Public Schools, we believe...

- ...each child is important.
- ...learning is our focus.
- ...collaboration and innovation are indispensable.
- ...sound fiscal stewardship is essential.
- ...diversity increases our opportunities.
- ...success is expected and celebrated.

Priorities and Goals

Priority 1: Learning and Achievement

Goals

1. Provide educational offerings that maximize learning and achievement by meeting individual student's varied needs and interests.
2. Maximize the efficient and effective use of time, resources and staff to ensure academic excellence.
3. Monitor and support the academic progress of students.
4. Expect all stakeholders to take personal responsibility for student learning.

Priority 2: Relevant and High-Quality Comprehensive Curriculum

Goals

1. Develop and implement a comprehensive, relevant curriculum that is aligned with state academic standards.
2. Provide a wide range of co-curricular and extracurricular opportunities to develop a wide variety of skills.
3. Provide an optimal learning environment for high student performance.
4. Utilize technology that is relevant and enhances learning.

Priority 3: Highly Qualified and Highly Effective Personnel

Goals

1. Recruit highly qualified personnel.
2. Retain highly effective personnel.
3. Provide professional and personal support, recognition and rewards.

Priority 4: Safe Health and Nurturing Learning Environments

Goals

1. Incorporate health, physical activity and nutrition concepts into the curriculum.
2. Provide a safe environment.
3. Maintain a clean environment.
4. Provide a supportive environment for the workplace and educational excellence.

Priority 5: Students, Staff, Parents and Community Working Together

Goals

1. Provide timely and accurate information.
2. Promote and expand involvement with all families.
3. Develop meaningful, student-oriented community partnerships.

Priority 6: Optimal and Equitable Utilization of Resources

Goals

1. Capitalize on all viable revenue sources.
2. Allocate district resources in an equitable manner.
3. Manage district resources efficiently and effectively while emphasizing quality.

Key Components of the Mesa Public Schools Classroom Teacher Evaluation System

The Mesa Public Schools classroom teacher evaluation system is a collaborative model leading to improved teaching performance and increased student academic achievement. All teachers who provide instruction to pre-kindergarten, kindergarten, grades 1 through 12, or ungraded classes, or who teaches in an environment other than a classroom setting and who maintains student attendance records for each instructional meeting will use the classroom teacher evaluation system. The classroom teacher evaluation system includes the following components and weighting:

- The **teaching performance** component will account for **67 percent** of a teacher's final evaluation rating and will be determined by performance on the Framework for Teaching rubric developed by Charlotte Danielson.
- The **student academic progress** component will account for **33 percent** of the teacher's final evaluation rating and will be calculated through the use and review of data from multiple approved student achievement measurements. Twenty percent of the student academic progress component will be based on growth and 13 percent will be based on other student achievement measurements.

At the conclusion of the evaluation process, a *Final Teacher Evaluation Rating (Form 3)* will be calculated using the categories and weightings listed above.

Based on established rubrics and in alignment with state labels, the performance indicators of **Highly Effective, Effective, Developing** and **Ineffective** will be used to rate a classroom teacher's performance in the individual areas of teaching performance, student academic progress and overall performance.

Teaching Performance

Charlotte Danielson's Framework for Teaching, which will be used as the teaching performance evaluation for each classroom teacher, is organized into four domains and 22 components. Complete descriptions of the domains and components can be found in *Appendix B* and *Appendix C*. The four domains are:

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities

Mesa Public Schools refers to Danielson's Framework for Teaching as the *Teaching Performance Evaluation (Appendix A)*. The *Teaching Performance Evaluation* identifies aspects of a teacher's responsibilities that have been documented, through empirical studies and theoretical research, as promoting improved student learning. Evidence of teaching performance will be gathered for all components of the framework. Evidence for the domains of Classroom Environment and Instruction will be primarily collected through classroom observations. Evidence for the domains of Planning and Preparation and Professional Responsibilities will be provided by the teacher and gathered through the review of lesson plans, student work, communication logs, conversations about teaching practice, and other professional and instructional artifacts. Samples of evidence and artifacts are noted in *Appendix D*.

The *Teaching Performance Evaluation* emphasizes that planning precedes the work in the classroom; a positive, engaging, student-centered classroom environment must be in place for quality instruction to occur; and teachers embracing high professional standards contribute to better instruction. Equity, cultural competence, high expectations, developmental appropriateness, attention to individual students, appropriate use of technology, and student assumption of responsibility are common themes that permeate the domains, components and elements of the *Teaching Performance Evaluation*.

Evaluators will be required to conduct at least one formal classroom observation and two informal classroom observations before completing the Fall Summative Teaching Performance Evaluation and at least one formal classroom observation and two informal classroom observations before completing the Spring Summative Teaching Performance Evaluation. The evaluator will give the classroom teacher prior notice of the first formal classroom observation for the Fall Summative Teaching Performance Evaluation.

During pre- and post-observation conferences, which are part of the formal classroom observation process, teachers must be prepared to discuss the questions outlined in the *Protocol for Pre-Observation Conference (Form 6)* and the *Protocol for Post-Observation Conference (Form 7)*. Within 10 business days after each formal observation, a post-observation conference must be completed and the evaluator must provide written feedback to the teacher. The teacher will be provided the opportunity to complete a self-review during the Fall and Spring Summative Teaching Performance Evaluations. Teachers will be evaluated in each of the 22 components based on the evidence collected from pre- and post-observation conferences, informal and formal classroom observations, non-classroom observations and teacher self-reviews. Written communications and other information regarding interactions with students, parents, and co-workers may be considered as evidence by the evaluator, provided that the classroom teacher is given an opportunity to comment on the information during a conference or other communication with the evaluator.

If a classroom teacher is a continuing teacher as defined in A.R.S. §15-538.01(D) and receives a “Highly Effective” or “Effective” rating on the Fall Summative Teaching Performance Evaluation, the evaluator may waive the requirement of conducting a Spring Summative Teaching Performance Evaluation. Evaluator or teacher may request a Spring Summative Teaching Performance Evaluation. If the waiver occurs, the employee’s Final Summative Teaching Performance Evaluation will be completed using the Fall Summative Teaching Performance Evaluation scores.

All classroom teachers, other than a continuing teacher as defined in A.R.S. §15-538.01(D) who receives a “Highly Effective” or “Effective” rating on the Fall Summative Teaching Performance Evaluation, will receive a Fall Summative Teaching Performance Evaluation and Spring Summative Teaching Performance Evaluation. The results of the two evaluations will be used to complete a Final Summative Teaching Performance Evaluation. If the teacher receives unequal scores for the same component of the Fall and Spring Summative Teaching Performance Evaluations, the evaluator will determine, in his or her sole discretion, which score most accurately reflects the teacher’s performance over the school year. At least 60 calendar days must elapse between the formal classroom observation of the Fall Summative Teaching Performance Evaluation and the formal classroom observation of the Spring Summative Teaching Performance Evaluation.

A classroom teacher who is scheduled to be evaluated by a school principal or other evaluator who was rated “Ineffective” or “Unsatisfactory” for the preceding school year may decline to be

evaluated by such evaluator. By September 1, the district will notify teachers who have the foregoing right and, if so notified, the teacher must exercise the right by delivery of written notice to the Assistant Superintendent of Human Resources no later than September 15 of the current school year. Upon receipt of notice from the teacher, the Assistant Superintendent of Human Resources will assign responsibility for the teacher's evaluation to another evaluator.

After the review of all teaching performance evidence, the teacher will receive a Final Summative Teaching Performance Evaluation that will be used to determine the teacher's *Teaching Performance Profile and Rating (Form 1)*. The teaching performance component of the evaluation system will account for 67 percent of the teacher's final teacher evaluation rating. The levels of performance as they relate to teaching performance are defined as follows:

Highly Effective

There is evidence of high levels of knowledge, implementation and integration of performance standards, along with evidence of leadership initiative and willingness to model and serve as a mentor for colleagues. This rating refers to professional teaching that innovatively involves all students in the learning process and creates a true community of learners. Teachers performing at this level are master teachers and leaders in the field, both inside and outside their school.

Effective

There is evidence of increased knowledge, implementation and integration of performance standards, and clear proficiency and skill in the performance area. This rating refers to successful, professional teaching that is consistently at a high level. It is expected that most experienced teachers frequently perform at this level.

Developing

There is evidence of basic knowledge and implementation of performance standards. Integration of performance standards is not evident. This indicates that the teacher has the necessary knowledge and skills to be effective, but the application of those skills is inconsistent.

Ineffective

There is little or no knowledge and minimal implementation of performance standards. The teacher does not meet minimal performance standards and needs substantial improvement. This rating refers to teaching that does not convey an understanding of the concepts underlying the component. This level of performance is hindering learning or is doing harm in the classroom.

Student Academic Progress

Identification of Group A and Group B Teachers

Within the evaluation process, individuals will be identified as Group A or Group B teachers. Teachers with multiple approved classroom-level student achievement measurements aligned to Arizona's Academic Standards and appropriate to individual teacher content areas will be identified as Group A teachers. All other individuals will be identified as Group B teachers. Based on whether a teacher has been identified as a Group A or Group B teacher, appropriate classroom-level, grade-level or school-level data will be used to determine a teacher's *Student Academic Progress Profile and Rating (Form 2)*.

Teachers will be moved from Group B to Group A only after the Curriculum and Instruction and Research and Evaluation departments have reviewed and confirmed multiple appropriate student achievement measurements that have been developed for a specific group or subject area. Teachers will be moved from Group B to Group A as an entire district wide group (i.e. 3rd grade, math-

geometry, elementary PE, welding, culinary arts, choir). *Appendix F* outlines the Group A and Group B teachers for the elementary and secondary divisions.

A classroom teacher who is transferred to a school assigned a letter grade of “D” or “F” for the previous school year may exercise the right to have the student academic progress part of the teacher’s evaluation from the teacher’s previous school used as the student academic progress part of the teacher’s current year evaluation. By September 1, the district will notify teachers who have the foregoing right and, if so notified, the teacher must exercise the right by delivery of written notice to the Assistant Superintendent of Human Resources no later than November 1 of the current school year. A teacher may exercise this right only for the first year of his or her assignment to a new school.

Student Academic Progress Profile and Rating for Group B Teachers

Elementary and secondary Group B teachers will use school wide state assessment (AIMS reading, AIMS writing, AIMS math) results for the development of their *Student Academic Progress Profile and Rating (Form 2)*.

Student Academic Progress Cut Scores

Student academic progress will be evaluated using the cut scores outlined in *Appendix H*. These cut scores will result in rubric scores that will determine the teacher’s *Student Academic Progress Profile and Rating (Form 2)*. When a growth percentile score also exists for a measurement, the score (growth percentile score or percent passing score) resulting in the greatest benefit to the teacher will be used. The two highest rubric scores derived from two of the three content areas of reading, writing and math will be used to calculate the teacher’s *Student Academic Progress Profile and Rating (Form 2)*. The student academic progress component of the evaluation system will account for 33 percent of the teacher’s final teacher evaluation rating.

Final Teacher Evaluation Rating

At the conclusion of the school year, the evaluator will review student achievement results from the past school year. The evaluator will complete the *Student Academic Progress Profile and Rating (Form 2)* for each teacher. The evaluator will apply the appropriate rubric scores to the *Final Teacher Evaluation Rating (Form 3)*. The weighted scores for teaching performance (67 percent) and student academic progress (33 percent) will determine a Final Teacher Evaluation Numerical Score that will result in a Final Teacher Evaluation Rating of **Highly Effective, Effective, Developing or Ineffective**. These teacher performance classifications and descriptions, which have been adopted by the Arizona State Board of Education, can be found in *Appendix I*.

A teacher’s annual evaluation will conclude in the fall of the following school year. Prior to the end of the first quarter of the following school year, the evaluator will conduct a student academic progress conference with the teacher to review student achievement results from the past school year. In addition, the evaluator will review with the teacher the *Student Academic Progress Profile and Rating (Form 2)* and *Final Teacher Evaluation Rating (Form 3)*.

Professional Development

Teachers New to Mesa Public Schools or Teachers New to Teaching

Professional development instructional specialists provide training specifically designed for probationary teachers in Mesa. This professional development series, adapted annually based on the needs of new teachers, is research-based and is aligned to state and national teaching standards and district initiatives. The induction program provides professional development modules as well

as classroom observations and coaching with an assigned specialist. Teachers new to Mesa also receive differentiated support based upon years of experience and individual needs through professional development modules. Teachers new to Mesa with less than three years of experience will be assigned a professional development specialist for classroom observation and coaching. Experienced teachers new to Mesa may be assigned a professional development specialist upon administrator or teacher request for classroom observation and coaching.

Professional Refinement Plan

A *Professional Refinement Plan (Form 4)* will be established for every teacher who receives a final rating of “Highly Effective” or “Effective” on the *Teaching Performance Profile and Rating (Form 1)*. Prior to the end of the present school year, the evaluator, in collaboration with the teacher, will develop a plan to target an area for refinement. The professional refinement plan will be implemented throughout the next evaluation cycle.

Professional Remediation Plan

A *Professional Remediation Plan (Form 5)* will be established for every teacher who receives a final rating of “Developing” or “Ineffective” on the *Teaching Performance Profile and Rating (Form 1)* or at any time at the discretion of the evaluator. The evaluator, in collaboration with the teacher, will develop a plan to target the areas(s) of deficiency. The plan will include goals, strategies, and action steps; identify training opportunities and other resources available for the employee to correct the deficiencies and demonstrate adequate classroom performance; and specify the date by which the employee must correct any deficiencies and demonstrate adequate classroom performance.

Inadequate Classroom Performance

A classroom teacher shall be deemed inadequate when he or she receives a rating of “Ineffective” as a result of the Fall or Final Summative Teaching Performance Evaluation, or a rating of “Developing” or “Ineffective” as a result of the Fall or Final Summative Teaching Performance Evaluations for two consecutive school years.

If a classroom teacher meets the definition of Inadequate Classroom Performance based on the Fall or Final Summative Teaching Performance Evaluations, the evaluator will initiate the inadequate classroom performance process by completing the *Notification of Inadequate Classroom Performance (Form 8)* and submitting the form and the signed *Teaching Performance Profile and Rating (Form 1)* to the Human Resources Department. The fall notification must occur prior to the last Monday in November, and the spring notification prior to the last Monday in April.

The Superintendent may issue a preliminary notice of inadequate classroom performance at any time after a teacher receives a rating of “Ineffective” as a result of the Fall or Final Summative Teaching Performance Evaluation. If the inadequate classroom performance process is not completed by the end of the school year in which it started, the process will continue in the following school year as necessary to allow the teacher the opportunity to complete the Professional Remediation Plan, correct inadequacies, and demonstrate adequate classroom performance.

If a classroom teacher has been issued a preliminary notice of inadequate classroom performance, the Assistant Superintendent of Human Resources will assign a second evaluator not from the school, to independently complete a second summative evaluation. The evaluation will include a review of all evidence collected by the original evaluator and at least one formal classroom observation conducted by each evaluator after the employee has been given an opportunity to complete a Professional Remediation Plan. The original evaluator and second evaluator will meet to

determine whether there is interrater agreement identifying the employee has corrected inadequacies and demonstrated adequate classroom performance. The evaluators will inform the employee and the Assistant Superintendent of Human Resources of the results of the Fall or Final Summative Teaching Performance Evaluation.

If a classroom teacher receives a preliminary notice of inadequate classroom performance, the notice will be accompanied by a Professional Remediation Plan designed to help the teacher correct inadequacies and demonstrate adequate classroom performance. The plan will include goals, strategies, and action steps; identify training opportunities and other resources available for the employee to correct the deficiencies and demonstrate adequate classroom performance; and specify the date by which the employee must correct any deficiencies and demonstrate adequate classroom performance. The Professional Remediation Plan will remain in effect for not less than 45 instructional days.

Appeal of Evaluation

A classroom teacher who disagrees with a Final Summative Evaluation may submit a written appeal to the Assistant Superintendent of Human Resources or designee within 10 calendar days after receipt of the evaluation instrument. The appeal must describe with specificity the alleged error or errors that are the basis for the appeal. Allegations of error regarding the evaluator's judgment of the teacher's performance during a formal or informal observation will not be considered in an appeal, if the evaluator's perceptions of the teacher's performance with regard to specific elements are properly documented. The Assistant Superintendent may decline to consider an appeal if the appeal is not timely or if the Assistant Superintendent determines that the evaluation will not affect the employee's eligibility for, or amount of, career ladder, performance pay, or other form of compensation and will not materially affect an administrative decision regarding the employee's employment for the subsequent school year.

Evaluation Timelines and Activities

Timeline	Activities
Within the first two weeks of the school year	<p><u>Classroom Teacher Evaluation Orientation</u></p> <ul style="list-style-type: none"> • Evaluator will provide an overview of the classroom Teacher evaluation system to all classroom teachers.
Prior to the end of the first semester	<p><u>Fall Summative Teaching Performance Evaluation</u></p> <ul style="list-style-type: none"> • Collect evidence for Domains 1 and 4 through the pre- and post-observation conference process • Collect evidence for Domains 2 and 3 through informal observations and the first formal observation • Teacher completes self-review • Complete the Fall Summative Teaching Performance Evaluation and record component scores in the Teaching Performance Profile and Rating (Form 1) in OnBase • Complete the Final Summative Teaching Performance Evaluation for continuing status teachers in good standing and record component scores in the Teaching Performance Profile and Rating (Form 1) in OnBase
Prior to the end of March	<p><u>Spring and Final Summative Teaching Performance Evaluations</u></p> <ul style="list-style-type: none"> • Collect evidence for Domains 1 and 4 through the pre- and post-observation conference process • Collect evidence for Domains 2 and 3 through informal observations and the second formal observation • Teacher completes self-review • Complete the Spring and Final Summative Teaching Performance Evaluations for probationary teachers and continuing status teachers requiring a Spring Summative Teaching Performance Evaluation and record component scores in the Teaching Performance Profile and Rating (Form 1) in OnBase • Final Summative Teaching Performance Evaluation scores will be used for teacher RIF profiles
Prior to the last day of school	<p><u>Development of Refinement Plans</u></p> <ul style="list-style-type: none"> • A Professional Refinement Plan (Form 4) will be established for every teacher who receives a final rating of “Highly Effective” or “Effective” on the <i>Teaching Performance Profile and Rating (Form 1)</i>. Prior to the end of the present school year, the evaluator, in collaboration with the teacher, will develop a plan to target an area for refinement. The professional refinement plan will be implemented throughout the next evaluation cycle.
No timeline	<p><u>Development of Remediation Plans</u></p> <ul style="list-style-type: none"> • A Professional Remediation Plan (Form 5) will be established for every teacher who receives a final rating of “Developing” or “Ineffective” on the <i>Teaching Performance Profile and Rating (Form 1)</i> or at any time at the discretion of the evaluator. The evaluator, in collaboration with the teacher, will develop a plan to target the areas(s) of deficiency.
Prior to August 15	<p><u>Evaluator Review of Student Achievement Data</u></p> <ul style="list-style-type: none"> • After a thorough review of student achievement data from the past school year, the evaluator will complete the Student Academic Progress Profile and Rating (Form 2) and the Final Teacher Evaluation Rating (Form 3) for all teachers in OnBase.
Prior to the end of August	<p><u>Teacher Review of Evaluation</u></p> <ul style="list-style-type: none"> • Teacher reviews the Student Academic Progress Profile and Rating (Form 2) and Final Teacher Evaluation Rating (Form 3) from the past school year. • Teacher electronically signs final evaluation in OnBase.

Forms

Teaching Performance Profile and Rating (Form 1)

Teacher Name: _____ EIN: _____

School: _____ School Year: _____

Grade/Subject/Dept: _____

Evaluator: _____ Status: Probationary Continuing

Fall Summative Formal Observation #1 Date: _____				Spring Summative Formal Observation #2 Date: _____				Final Summative Due No Later Than March 31			
Ineffective	Developing	Effective	Highly Effective	Ineffective	Developing	Effective	Highly Effective	Ineffective	Developing	Effective	Highly Effective

Domain 1: Planning and Preparation

1a: Demonstrating Knowledge of Content and Pedagogy												
1b: Demonstrating Knowledge of Students												
1c: Setting Instructional Outcomes												
1d: Demonstrating Knowledge of Resources												
1e: Designing Coherent Instruction												
1f: Designing Student Assessments												

Domain 2: The Classroom Environment

2a: Creating an Environment of Respect and Rapport												
2b: Establishing a Culture for Learning												
2c: Managing Classroom Procedures												
2d: Managing Student Behavior												
2e: Organizing Physical Space												

Domain 3: Instruction

3a: Communicating With Students												
3b: Using Questioning and Discussion Techniques												
3c: Engaging Students in Learning												
3d: Using Assessment in Instruction												
3e: Demonstrating Flexibility and Responsiveness												

Domain 4: Professional Responsibilities												
4a: Reflecting on Teaching												
4b: Maintaining Accurate Records												
4c: Communicating With Families												
4d: Participating in a Professional Community												
4e: Growing and Developing Professionally												
4f: Showing Professionalism												

Final Summative Teaching Performance Rating			
Ineffective (0) <input type="checkbox"/>	Developing (1) <input type="checkbox"/>	Effective (2) <input type="checkbox"/>	Highly Effective (3) <input type="checkbox"/>
3 or more Ineffective ratings	1 or 2 Ineffective ratings or 4 or more Developing ratings	Zero Ineffective ratings and fewer than 4 Developing ratings	At least 7 Highly Effective ratings and Zero Ineffective and Developing ratings

Teaching Performance Rating

Evaluator's Printed Name

Teacher's Printed Name

Fall Summative

Evaluator's Signature

Teacher's Signature

Date

Date

Final Summative

Evaluator's Signature

Teacher's Signature

Date

Date

Student Academic Progress Profile and Rating (Form 2)

Teacher: _____

School Year: _____

EIN: _____

School: _____

Grade/Subject/Dept: _____

Evaluator: _____

Status: Probationary Continuing

Student Academic Progress Profile-Growth

Assessments	Ineffective (0)	Developing (1)	Effective (2)	Highly Effective (3)
AIMS Median Growth Percentile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Academic Progress-Growth

Student Academic Progress Profile-Other

Assessments	Ineffective (0)	Developing (1)	Effective (2)	Highly Effective (3)
AIMS Percent Passing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Academic Progress-Other

Final Teacher Evaluation Rating (Form 3)

Teacher: _____ School Year: _____ EIN: _____

School: _____ Grade/Subject/Dept: _____

Evaluator: _____ Status: Probationary Continuing

Teaching Performance (67 percent) X .67 =

Student Academic Progress-Growth (20 percent) X .20 =

Student Academic Progress-Other (13 percent) X .13 =

+

Final Teacher Evaluation Numerical Score

Final Teacher Evaluation Rating			
Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Effective <input type="checkbox"/>	Highly Effective <input type="checkbox"/>
Less than 1.0	Greater than or equal to 1.0 and less than 1.7	Greater than or equal to 1.7 and less than 2.5	Greater than or equal to 2.5

Final Teacher Evaluation Rating

Evaluator's Signature

Teacher's Signature

Date

Date

Professional Refinement Plan (Form 4)

Teacher: _____

School Year: _____

EIN: _____

School: _____

Grade/Subject/Dept: _____

Evaluator: _____

Status: Probationary

Continuing

Area for Refinement

Empty box for Area for Refinement.

Plan

Empty box for Plan.

Evaluator's Signature

Teacher's Signature

Date

Date

Summary of Work Completed

Empty box for Summary of Work Completed.

Evaluator's Signature

Teacher's Signature

Date

Date

Professional Remediation Plan (Form 5)

Teacher: _____

School Year: _____

EIN: _____

School: _____

Grade/Subject/Dept: _____

Evaluator: _____

Status: Probationary

Continuing

Plan

Goal:

Strategy 1:

Action Steps:

Strategy 2:

Action Steps:

Strategy 3:

Action Steps:

Evaluator's Signature

Teacher's Signature

Date

Date

Results

Progress on goal

Limited or no progress on goal

Comments:

Evaluator's Signature

Teacher's Signature

Date

Date

Protocol for Pre-Observation Conference (Form 6)

The teacher will complete this form and submit it to the appropriate evaluator prior to the pre-observation conference. The teacher should reflect on the Teaching Performance Evaluation rubric to complete this form and to prepare for the pre-observation conference.

Name of Teacher:	
School:	
Grade Level/Subject(s):	
Name of Observer:	
Date of Pre-Observation Conference:	
Date of Scheduled Classroom Observation:	

Evidence of teaching performance will be gathered for all components of the Teaching Performance Evaluation. Evidence of planning and preparation and professional responsibilities will be gathered during the pre- and post-observation conference process through the review of lesson plans, student work, communication logs, conversations about practice, and other professional and instructional artifacts.

Questions for discussion:

1. To which part of your curriculum does this lesson relate? (1e)
2. How does this learning fit in the sequence of learning for this class? (1b,1e,1a)
3. Briefly describe the students in this class, including those with special needs. (1b)
4. What are your learning outcomes for the lesson? What do you want the students to understand? (1c, 1f)
5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in small groups, individually or as a large group? Provide worksheets or other materials the students will use. (1d,1e,1a)
6. How will you differentiate instruction for different individuals or groups of students in the class? (1d,1c)
7. How and when will you know whether the students have learned what you intend? (1f)
8. Is there anything you would like me to specifically observe during the lesson?

Protocol for Post-Observation Conference (Form 7)

The teacher will complete this form and submit it to the appropriate evaluator prior to the post-observation conference. The teacher should reflect on the Teaching Performance Evaluation rubric to complete this form and to prepare for the post-observation conference.

Name of Teacher:	
School:	
Grade Level/Subject(s):	
Name of Observer:	
Date of Classroom Observation:	
Date of Scheduled Post-Observation Conference:	

Evidence of teaching performance will be gathered for all components of the Teaching Performance Evaluation. Evidence of planning and preparation and professional responsibilities will be gathered during the pre- and post-observation conference process through the review of lesson plans, student work, communication logs, conversations about practice, and other professional and instructional artifacts.

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (3d, 4a)
2. If you were able to bring samples of student work, what would the samples reveal about the levels of student engagement and understanding? (3d, 3c)
3. Comment on your classroom procedures, student conduct and your use of physical space. To what extent did these contribute to student learning? (2c, 2d, 2e)
4. Did you depart from your plan? If so, how and why? (3e)
5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources.) To what extent were they effective? (2a, 2b, 3c, 3e, 1d, 1e)
6. If you had a chance to teach this lesson again to the same group of students, what would you do differently, from planning through execution? (4a)

Notification of Inadequate Classroom Performance (Form 8)

Teacher: _____ School Year: _____ EIN: _____
School: _____ Grade/Subject/Dept: _____
Evaluator: _____ Status: Probationary Continuing

The teacher listed above has been rated “Ineffective” on the Fall or Final Summative Teaching Performance Evaluation. A signed copy of the teacher’s *Teaching Performance Profile and Rating (Form 1)* is included with this notification.

The Ineffective components are:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Evaluator’s Signature

Teacher’s Signature

Date

Date

Appendix

Appendix A-Teaching Performance Evaluation (Danielson’s Framework for Teaching)

Domain 1: Planning and Preparation				
Component	Ineffective	Developing	Effective	Highly Effective
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
1b: Demonstrating Knowledge of Students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
1c: Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.

Component	Ineffective	Developing	Effective	Highly Effective
1d: Demonstrating Knowledge of Resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
1e: Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

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

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

Domain 3: Instruction

Component	Ineffective	Developing	Effective	Highly Effective
3a: Communicating with Students	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.</p>	<p>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</p>
3b: Using Questioning and Discussion Techniques	<p>The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</p>	<p>The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p>	<p>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>

Component	Ineffective	Developing	Effective	Highly Effective
3c: Engaging Students in Learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.”	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
3d: Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students’ misunderstandings.
3e: Demonstrating Flexibility and Responsiveness	The teacher ignores students’ questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don’t understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students’ questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students’ interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

Domain 4: Professional Responsibilities				
Component	Ineffective	Developing	Effective	Highly Effective
4a: Reflecting on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b: Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.
4c: Communicating with Families	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.

Component	Ineffective	Developing	Effective	Highly Effective
4d: Participating in a Professional Community	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.
4e: Growing and Developing Professionally	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.
4f: Showing Professionalism	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Appendix B-Summary of Domains

Domain 1: Planning and Preparation

Instructional planning includes a deep understanding of content and pedagogy and an understanding and appreciation of the students and what they bring to the educational experience. Understanding the content is not sufficient. The content must be transformed through instructional design into sequences of activities and exercises that make it accessible to students. All elements of the instructional design, including learning activities, materials, and strategies, must be appropriate to both the content and the students and aligned with larger instructional goals. In content and process, assessment techniques must also reflect the instructional outcomes and should serve to document student progress during and at the end of a teaching episode. In designing assessment strategies, teachers must consider their use for formative purposes. Assessments can provide diagnostic opportunities for students to demonstrate their level of understanding during the instructional sequence, while there is still time to make adjustments.

Domain 2: The Classroom Environment

Teachers create a learning environment through positive interpersonal interactions, efficient routines and procedures, clear and consistent standards of conduct, and a safe physical environment that supports learning. In addition, the environment encourages students to take pride in their work and to assume responsibility for their learning. Students respond to the warmth and caring of teachers, their high expectations for achievement, and their commitment to students. Students feel safe with these teachers and know that they can count on them to be fair and compassionate.

The components of Domain 2 are not associated with the learning of any particular content; instead, they set the stage for all learning. The teacher establishes a comfortable and respectful classroom environment, which cultivates a culture for learning and creates a safe place for risk-taking. The atmosphere is businesslike, with non-instructional routines and procedures handled efficiently; student behavior is cooperative and non-disruptive; and the physical environment is conducive to learning.

Domain 3: Instruction

Domain 3 contains the components that are at the heart of teaching. Teachers facilitate the engagement of students in learning, through the vision of students developing a complex understanding and participation in a community of learners. Students are engaged in meaningful work, which carries significance beyond the next test and is relevant to students' lives.

Teachers who excel in Domain 3 have finely honed instructional skills. Their work in the classroom is fluid and flexible. They can shift easily from one approach to another when the situation demands it. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They are attentive to different students in the class and the degree to which they are thoughtfully engaged; they carefully monitor student understanding as they proceed through well-designed questions or activities; and make minor mid-course corrections as needed. Above all, they promote the emergence of self-directed learners fully engaged in the work at hand.

Domain 4: Professional Responsibilities

The components in Domain 4 are associated with being a true professional educator. They encompass the roles assumed outside of and in addition to those in the classroom with students. Students rarely observe these activities; parents and the larger community observe them only intermittently. However, the activities are critical to preserving and enhancing the profession.

Domain 4 consists of a wide range of professional responsibilities, from self-reflection and professional growth, to participation in a professional community, to contributions made to the profession as a whole. The components also include interactions with the families of students, contacts with the larger community and advocacy for students. Domain 4 captures the essence of professionalism by teachers. As a result of their skills in this domain, teachers are full members of the teaching profession and committed to its enhancement.

Appendix C-Domains, Components and Elements of the Teaching Performance Evaluation

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
<p>Component 1a: Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy <p>Component 1b: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs <p>Component 1c: Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners <p>Component 1d: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students <p>Component 1e: Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <p>Component 1f: Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning 	<p>Component 2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Teacher interaction with students • Student interactions with other students <p>Component 2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • Importance of the content • Expectations for learning and achievement • Student pride in work <p>Component 2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and paraprofessionals <p>Component 2d: Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to student misbehavior <p>Component 2e: Organizing Physical Space</p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources
Domain 4: Professional Responsibilities	Domain 3: Instruction
<p>Component 4a: Reflecting on Teaching</p> <ul style="list-style-type: none"> • Accuracy • Use in future teaching <p>Component 4b: Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Noninstructional records <p>Component 4c: Communicating with Families</p> <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program <p>Component 4d: Participating in a Professional Community</p> <ul style="list-style-type: none"> • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects <p>Component 4e: Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to profession <p>Component 4f: Showing Professionalism</p> <ul style="list-style-type: none"> • Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations 	<p>Component 3a: Communicating with Students</p> <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language <p>Component 3b: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation <p>Component 3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing <p>Component 3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress <p>Component 3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence

Appendix D-Examples of Evidence and Artifacts

Artifacts are indicators of professional growth. They are not intended to be a portfolio of completed work. They are meant to support a teacher's instructional improvement and progress toward his/her goals. Artifacts are not put into the personnel file. They are for dialogue purposes only.

The artifacts on the following list are intended as examples. There is no expectation that these specific artifacts be provided to the evaluator. Teachers may wish to provide evaluators with artifacts that are not on this list. Note that some artifacts, although listed in only one domain, may be evidence of practice in other domains as well.

Domain 1: Planning and Preparation

Lesson plans	Lesson plans and logs of meetings that involve collaborating with district specialists
Unit plans	Examples of collaboration with other practitioners
Discipline plans	List of professional books, resources and materials used to create lesson plan
Differentiation plans	Photographs of parents and other professionals volunteering and/or presenting in the classroom
Assessment plan for student achievement	PDFs and photo copies of resource lists
Substitute folder	Written abstracts of research articles for resources
Bulletin boards connected to units	Electronic bookmarks of educational sites/resources used
Student profiles	Google docs between classroom teachers and specialists with collaborative lesson plans
Student work samples	Examples of grouping based on pre-tests
Student portfolios	Examples of visual aids
Teaching artifacts such as primary sources	Examples of educational games to reinforce skills
Student and parent surveys	Examples of re-teaching with Google websites, math videos
Notes from workshops, conferences, professional texts and classes	Examples of student-designed rubrics
Curriculum Night presentation/handouts	Examples of varied assessment for large units
Examples of informal time with students	Examples of "small" regular assessments for basic skills and clear articulation of how they are used to plan
Student conferences/check-ins notations	Examples of pre-tests/entrance slips/exit slips
Charts with data collected from student files, test data, etc.	Examples of Topic-Do-LOT at beginning of lesson
Examples of getting to know students: interest inventories, etc.	Examples of daily essential questions, goals, and objectives
Examples of anecdotal records on students	Examples of computer usage and technology
Examples of modifications of assessments, assignments, lessons for SPED, ELL, Gifted (recognize IEPs and 504 Plans)	
Examples of pre- and post-assessments	
Rubric samples and important concepts reflected in lesson plans	
Examples of aligning special service to curriculum	
Examples of differentiating assignment	
Notes on collaboration with grade level teams	

Domain 2: The Classroom Environment

CD, electronic presentations	A collection of content specific resources (books, references, etc.)
Classroom observations	Examples of learning stations (e.g. Writers' Workshop)
Problem solving notebook	Content related, relevant artifacts on walls
Interviews	Sign-ups for computer access, publishing conferences
Behavior log	Photos of organizational areas
Homework plan	Agenda and minutes of training for assistants
Log of parent contacts	Documentation and use of transition strategies (music, saying, clapping, lights, etc.)
Incentive and reward plans	Plans for instructional assistants and volunteers
Unit bulletin boards	Individual student schedules
Seating chart	Student checklists (for routines)
Substitute plan folder	Examples of time management supports (timers, hand signals, lights, etc.)
Physical layout of room	Notes on strategies for students
Diagram and photographs of room	Documentation of behavior intervention
Daily, weekly routine, schedules	Examples of positive intervention strategies and recognitions (i.e. marble jar, class and individual rewards, tally marks, etc.)
Examples of classroom management plan	Student work displayed (in classroom, halls)
Evidence of character lessons, posters, and charts	Examples of written objective for unit and lesson
Anecdotal records of student sharing	Examples of KWL charts and content relevant posters
Notes on behavioral intervention	
Examples of cooperative group activities	
Modeling appropriate classroom behavior	
Examples of student rubrics (so that students are aware of expected outcomes)	
Examples of work completed checklist	
Examples of positive feedback to and from students (certificates, notes)	
Examples of student self-assessment	

Domain 3: Instruction

Student achievement data	Examples of blogging, podcasting through practitioner's website
Classroom observations	Examples of syllabus with expectations
Student work samples	Examples of assignment guides
Units of study	Student answers/participation recorded
Technology links	Pictures or video of students utilizing a variety of materials/resources (SmartBoards, computers, leveled books, math games, etc.)
Video and audio records of student performance	Examples of graphic organizers
Extension and enrichment activities	Creation of leveled groups based on pre and post assessment
Modifications	Video camera use
Examples of written feedback	Conferencing notes
Differentiation samples	Class meeting notes
Copies of quizzes, tests, assignments	Videotaped instruction/interactions with students
Examples of journaling and autobiographies	
Examples of student projects	
Examples of objectives and goals, clear expectations	
Google Docs comments	

Domain 4: Professional Responsibilities

Log of parent contacts	Binders/folders of used materials
Newsletters	Notes/information from committee meetings, professional journals, team meetings/grade level meetings
Published articles	Handouts and notations on continued professional development (conferences, workshops, conventions)
Parent surveys	Examples of observations of other practitioners (via video or in person)
Voice mail and email logs	List of useful websites
Reflection sheets and journals	Participation log of activities in professional organizations
Notes on lesson reflections and ideas for improvement	Log of tutorials used for technology or other educational purposes
Parent letters and emails	Notes from site visits to other institutions
Teacher certification classes, workshops	Notes from working collaboratively with colleagues
District, building committees	Examples of participation in after school activities (i.e. Bingo Night)
PD documentation	Examples of professionalism based on participation with education association
Coursework	Noted parent feedback based on teacher and student performance
Community service	Examples of providing extra support to students outside of assigned school hours
National Board Accreditation	Examples of advocacy with attendance at PTO/PTAC, board meeting, student events to present or support programming
A list of conferences and workshops attended	Examples of attending student activities outside the school day
Presentations made	
Journals	
Observations	
Videotapes	
Transcripts	
Examples of specific report card comments	
Examples of progress monitoring data and plans changed based on progress	
Examples of attendance, grades, conference forms, report cards, anecdotal records, parent contacts logs, portfolios, etc.	
Examples of promptness in meeting deadlines (i.e. IEP), timelines, meeting prep	

Equity

A commitment to excellence is not complete without a commitment to equity. In an environment of respect and rapport, all students feel valued. Equal opportunities for all have not always occurred in public schools, especially considering the educational tradition of elitism. Equity provides for stimulating academic achievement (including higher education and the resultant careers) as well as additional levels of support for those traditionally underserved.

Cultural Competence

The cultural backgrounds of students shape their interpretation and understanding of material as well as their interactions with practitioners. Effective practitioners become knowledgeable about the cultural traditions, practices and interactions that might impact students in the classroom. This ensures that every child feels valued and optimizes the student's understanding of material and ability to share information.

High Expectations

Accomplished practitioners believe that all students are capable of high standards of learning and organize their practice accordingly. Instructional outcomes are set at a high and challenging level. The questions practitioners ask, the feedback they give, and the way they communicate with families all reflect the belief that students are capable of high-level work.

Developmental Appropriateness

Intellectual development shapes academic content. Effective practitioners observe patterns of development among students. Students' ability to understand concepts depends on their cognitive structures at the time of instruction.

Attention to Individual Students, Including Those With Special Needs

Learning is done by individuals, not by groups. Therefore, effective practitioners provide learning experiences that are challenging on a variety of levels. Instructional plans, assessment strategies, interactions and feedback are appropriate for individual student needs.

Appropriate Use of Technology

Students' familiarity and experience with technology are diverse. Effective practitioners stay abreast of new developments in technology and provide access for all students. Technology is used to enhance, not replace, learning. Used appropriately, technology is beneficial in planning, teaching, managing records, professional development and communicating with families.

Student Assumption of Responsibility

Effective practitioners recognize that they are responsible for creating a student-focused learning environment. An effective practitioner enlists student input and energy to create a community of learners in which students assume at least some of the responsibility for the learning environment.

Appendix F-Group A and Group B Teachers

Elementary Teachers	
Group A	Group B
	<ul style="list-style-type: none">• All Teachers

Secondary Teachers	
Group A	Group B
	<ul style="list-style-type: none">• All Teachers

Appendix G-Measurements for Student Academic Progress

Elementary

AIMS-Reading (Grades 3-6), Writing (Grades 5 and 6), Math (Grades 3-6)

Junior High

AIMS-Reading (Grades 7 and 8), Writing (Grade 7), Math (Grades 7 and 8)

High School

AIMS-Reading (Grade 10), Writing (Grade 10), Math (Grade 10)

Choice and Success schools will select the appropriate AIMS assessments based on grade levels and programs offered in the school and the school letter grade.

Appendix H-Student Academic Progress Cut Scores

Regular mathematics rounding rules will apply before identifying final rubric score.

Student Academic Progress Measurements	Cut Scores
AIMS Reading Writing Math	Percent of Students Scoring Meets/Exceeds
	90-100% 3
	60-89% 2
	36-59% 1
	0-35% 0
	Growth Percentiles
	70-100% 3
	41-69% 2
	24-40% 1
	0-23% 0

Appendix I-Teacher Performance Classifications

Classification	Description
Highly Effective	<p>A <i>Highly Effective</i> teacher consistently exceeds expectations. This teacher's students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards.</p>
Effective	<p>An <i>Effective</i> teacher consistently meets expectations. This teacher's students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching standards.</p>
Developing	<p>A <i>Developing</i> teacher fails to consistently meet expectations and requires a change in performance. This teacher's students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards. The Developing classification may be appropriate for new or newly-reassigned teachers, but for all other teachers it shall be limited to two years.</p>
Ineffective	<p>An <i>Ineffective</i> teacher consistently fails to meet expectations and requires a change in performance. This teacher's students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards.</p>