



PROFESSIONAL EVALUATION PLAN

Developed: Fall 2013

PERA COMMITTEE APPROVED: August 2015

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PROFESSIONAL EVALUATION PLAN PROCESS AND MEMBERS

We recognize that our schools are designed for student learning. Since teachers are the single most valuable contributor to student learning, this evaluation process is built on the premise that highly effective teachers are necessary for student success.

Development of the Teacher Evaluation Committee:

In the fall of 2012, Paxton-Buckley-Loda continued its collaborative effort with the PBLEA to develop a teacher evaluation process that would significantly and positively impact professional teaching practice while addressing the mandates of Senate Bill 7 and the Performance Evaluation Reform Act (PERA). A new Teacher Evaluation Committee was formed and began its work with the assistance of the Regional Office of Education. The committee determined that the newly revised evaluation system would align with Charlotte Danielson's Framework for Teaching Evaluation Instrument, which would provide a District-wide language and research-based framework for effective teaching to advance the professional practice of the teaching staff. The committee was a combination of professionals representing a variety of roles and responsibilities in the District. Representation included members of the PBLEA and District Administration.

Committee Members:

Josh Didier, PBL Junior High Principal
Travis Duley, PBL High School Principal
Alexandria Goudy, PBL High School Teacher
Stacia Johnson, PBL Junior High Guidance Counselor
Cliff McClure, PBL CUSD No. 10 Superintendent
John Overstreet, PBL High School Teacher / Athletic Director / PBLEA President
Margaret Seibring, PBL Eastlawn Elementary Teacher
Tara Tighe, PBL Director of Curriculum, Assessment and Instruction
Amanda Wetherell, PBL Clara Peterson Elementary Principal
Mike White, PBL High School Teacher

SECTION 1: LEGISLATION AND OVERVIEW OF DANIELSON FRAMEWORK

Legislation:

The Paxton-Buckley-Loda CUSD No. 10 Teacher Evaluation Committee recognizes the importance of student growth and teacher effectiveness in the evaluation process. The committee reviewed recent legislation (PERA, SB7, 2012 Illinois School Code) enacted in the State of Illinois calling for increased emphasis on Teacher performance evaluation ratings, which have the potential to impact Teachers' continued employment. In addition to Teacher practice, student growth will be included in the Performance Evaluation Plan by 2016. At this time, student growth is not part of the Paxton-Buckley-Loda CUSD No. 10 Performance Evaluation Plan. The Evaluation Committee will re-examine the plan after the Illinois State Board of Education has set forth rules, regulations, and recommendations regarding student growth.

Danielson Framework for Teaching Evaluation Instrument:

The 2013 Framework for Teaching Evaluation Instrument by Charlotte Danielson is the basis for the Paxton-Buckley-Loda CUSD No. 10 Performance Evaluation Plan. The Framework for Teaching is a research-based set of components of instruction that is grounded in a constructivist view of learning and teaching and incorporates instructional implications for Common Core State Standards. The Framework is a valuable tool to be used as the foundation for professional conversations among educators as they enhance their skills in the complex task of teaching. The Framework for Teaching is based on the Praxis III: Classroom Performance Assessment criteria developed by Educational Testing Service (ETS), National Board for Professional Teaching Standards (NBPTS), is compatible with Interstate New Teacher Assessments and Supports Consortium (INTASC) standards, and aligned with 2010 Illinois Professional Teaching Standards. The Framework/or Teaching Evaluation Instrument has been validated as a reliable and valid measurement tool when measuring teaching practice in both the 2011 Consortium on Chicago School Research (CCSR) study and 2012 Measuring Effective Teaching (MET) study. The Framework will anchor Paxton-Buckley-Loda CUSD No. 10's recruitment and hiring, mentoring, coaching, professional development, and teacher evaluation process. The goal is to link all of these activities to help Teachers and Evaluators become more thoughtful educators.

SECTION 2: PAXTON-BUCKLEY-LODA CUSD NO. 10
EVALUATION PROCESS BELIEFS AND COMMITMENTS

BELIEFS

ALIGNED COMMITMENTS

PBL CUSD No. 10 believes that the Performance Evaluation process must support:

In order to embed these Performance Evaluation process beliefs into ongoing professional practice, PBL CUSD No. 10 commits to:

<ul style="list-style-type: none"> ▪ <i>Professional Growth:</i> Teachers and Evaluators must take ownership of this new process to grow as professionals. This change to our approach requires time, energy, and focus for both Teachers and Evaluators to read, understand, reflect, and discuss expectations before full implementation. 	<ul style="list-style-type: none"> < Educating all stakeholders about the paradigm shift. < Providing deliberate, ongoing professional development for Teachers and Evaluators that supports Teacher efficacy and student achievement.
<ul style="list-style-type: none"> ▪ <i>Ongoing Feedback and Reflection:</i> A caring culture values feedback as an ongoing collaborative process which allows for specific and constructive dialogue facilitating reflection and growth. 	<ul style="list-style-type: none"> < Providing collaboration time for Teachers to support one another. < Using data that are evidence-based and collected in a variety of ways. < Providing differentiated resources to support growth. < Ensuring both Teacher and Evaluators are learners focused on improving professional practice.
<ul style="list-style-type: none"> ▪ <i>A Defined, Differentiated Evaluation Rating System:</i> A clearly defined system that rates and describes effective practice consistently implemented across all settings. 	<ul style="list-style-type: none"> < Recognizing ongoing excellent professional practice. < Providing ongoing training in order to establish and maintain inter-rater reliability. < Conducting an internal audit of Evaluators' data to ensure fairness and consistency at the building and District levels.
<ul style="list-style-type: none"> ▪ <i>Evaluation Process Review:</i> The evaluation plan and process will be regularly reviewed. 	<ul style="list-style-type: none"> < Soliciting feedback from Teachers and administrators for improving the evaluation process. < Scheduling reviews of the system by a team of Teachers and administrators to revisit, rework, and redefine the plan.

SECTION 3: STANDARDS FOR TEACHERS AND SPECIALISTS

<p>DOMAIN 1 Demonstrates effective planning and preparation for instruction through:</p> <ul style="list-style-type: none"> A. Knowledge of Content and Pedagogy B. Knowledge of Students C. Setting Instructional Outcomes* D. Demonstrate Knowledge of Resources E. Designing Coherent Instruction F. Designing Student Assessments* 	<p>DOMAIN 2 Creates an environment conducive for learning by:</p> <ul style="list-style-type: none"> A. Creating an Environment of Respect and Rapport B. Establishing a Culture for Learning C. Managing Classroom Procedures D. Managing Student Behavior E. Organizing Physical Space
<p>DOMAIN 4 Demonstrates professionalism by:</p> <ul style="list-style-type: none"> A. Reflecting on Teaching B. Maintaining Accurate Records C. Communicating with Families D. Participating in a Professional Community E. Growing and Developing Professionally F. Showing Professionalism 	<p>DOMAIN 3 Demonstrates effective instruction by:</p> <ul style="list-style-type: none"> A. Communicating with Students* B. Using Questioning and Discussion Techniques* C. Engaging Students in Learning* D. Using Assessment in Instruction* E. Demonstrating Flexibility and Responsiveness

* *These components specifically align with implementation of the Common Core State Standards.*

All of the Danielson frameworks are organized around levels of performance that represent an educator's growth and development throughout his/her career. The Danielson model is focused on accountability for all aspects of the profession. Just as Teachers work to meet the needs of each student learner, this Evaluation Plan addresses the needs of each category of Teacher. Under this Evaluation system, the professional teaching standards to which each Teacher is expected to conform are set forth in Charlotte Danielson's Framework for Teaching Instrument (Danielson, 2013).

In addition to the teaching framework, alternate frameworks that are based upon Chapter 5 specialist rubrics in Enhancing Professional Practices: A Framework for Teaching (Danielson, 2007) are provided for the following categories of staff (positions not otherwise listed will utilize the Framework for Teaching Instrument):

- School Social Workers
- Guidance Counselors
- Library Media Specialists

SECTION 4: PERFORMANCE EVALUATION RATING DEFINITIONS

Excellent	<ul style="list-style-type: none"> ▪ Professional practice at the <i>Excellent</i> level is consistently characterized by evidence of extensive knowledge and expertise in understanding and implementing the components of the Paxton-Buckley-Loda Teacher Evaluation Form. ▪ Practice at the <i>Excellent</i> level is characterized by exceptional commitment to flexible, differentiated, and responsive instructional practice as evidenced by effective teacher modeling, high levels of student engagement, student-directed learning, and student growth. There is evidence of extensive and rigorous individualized instruction that is developmentally and culturally appropriate. ▪ A Teacher at the <i>Excellent</i> level takes initiative, provides leadership in the school and/or district, and is committed to reflective, continuous professional practice that ensures high levels of student learning and student ownership.
Proficient	<ul style="list-style-type: none"> ▪ Professional practice at the <i>Proficient</i> level is consistently characterized by evidence of a solid knowledge of effective instructional practices, purposeful teaching preparation, and use of a broad repertoire of strategies and activities supported by the Paxton-Buckley-Loda Teacher Evaluation Form. ▪ Practice at the <i>Proficient</i> level is consistent and includes high expectations for student learning. Accurate knowledge of instructional practices, content, students, and resources is demonstrated. ▪ A teacher at the <i>Proficient</i> level works independently and collaboratively to improve his/her professional practice to support and promote high levels of student learning.
Needs Improvement	<ul style="list-style-type: none"> ▪ Professional practice at the <i>Needs Improvement</i> level is characterized by evidence of minimal understanding and/or implementation of the Paxton-Buckley-Loda Teacher Evaluation Form. ▪ Practice at the <i>Needs Improvement</i> level is inconsistent understanding and implementation of instructional and/or professional behaviors demonstrate limited effectiveness with uneven results. ▪ A Tenured Teacher at the <i>Needs Improvement</i> level requires specific supports and interventions to improve individual professional practice to <i>Proficient</i> or <i>Excellent</i> levels of practice. However, this level may be considered minimally competent for Teachers in the first two years of their careers.
Unsatisfactory	<ul style="list-style-type: none"> ▪ Professional practice at the <i>Unsatisfactory</i> level is characterized by evidence of little or no understanding and/or implementation of the Paxton-Buckley-Loda Teacher Evaluation Form. ▪ Practice at the <i>Unsatisfactory</i> level is detrimental to student achievement. Inadequate and inappropriate instructional and/or unprofessional behaviors persist even after intervention(s) and support(s) have been provided. ▪ A Tenure Teacher at the <i>Unsatisfactory</i> level must successfully implement <i>specific steps</i> to improve his/her professional practice to the <i>Proficient</i> or <i>Excellent</i> level.

SECTION 5: PERFORMANCE EVALUATION RATING SYSTEM

Excellent	<ul style="list-style-type: none"> ▪ Fourteen (14) or more components are <i>Excellent</i> with the rest <i>Proficient</i>.
Proficient	<ul style="list-style-type: none"> ▪ No more than four (4) components rated <i>Needs Improvement</i> with no more than two (2) <i>Needs Improvement</i> in any one (1) Domain; the remaining components must be rated <i>Proficient</i> or higher.
Needs Improvement	<ul style="list-style-type: none"> ▪ Five (5) or more components rated <i>Needs Improvement</i>, OR ▪ Three (3) or more components rated <i>Needs Improvement</i> in any one (1) Domain, OR ▪ One (1) component rated <i>Unsatisfactory</i>
Unsatisfactory	<ul style="list-style-type: none"> ▪ Two (2) or more components rated <i>Unsatisfactory</i>, OR ▪ Two (2) consecutive performance evaluation ratings of <i>Needs Improvement</i>

Non-Tenured Teacher Contract Renewal: Each Non-Tenured Teacher will receive a final Performance Evaluation rating and a recommendation for renewal or non-renewal of his/her contract. It is understood that a Non-Tenured Teacher in years one and two may receive a final Performance Evaluation rating of Needs Improvement as they are emerging toward proficiency. A Non-Tenured Teacher in years three and four is expected to maintain a final Performance Evaluation rating of Proficient or Excellent.

Tenured Teachers are expected to maintain an overall Performance Evaluation Rating of Proficient or Excellent. If a Tenured Teacher receives an overall Performance Evaluation Rating of Needs Improvement, a Professional Development Plan (PDP) will be developed. A Tenured Teacher whose performance is not Proficient or Excellent at the next Performance Evaluation Rating will be rated Unsatisfactory. If a Tenured Teacher receives an overall Performance Evaluation Rating of Unsatisfactory, a Remediation Plan will be developed in accordance with the law.

SECTION 6: ROLES OF EVALUATORS AND TEACHERS / SPECIALISTS IN THE EVALUATION PROCESS

Evaluator Responsibilities:

- Meet with Teacher to discuss expectations and suggestions for evidence based on the Framework for Teaching or Framework for Specialists and District/school goals.
- Provide and explain the Framework for Teaching or Framework for Specialists.
- Provide Teacher with relevant data to make informed decisions.
- Conduct Teacher observations.
- Provide ongoing feedback to Teacher regarding Teacher or Specialist evidence of practice.
- Conduct Performance Evaluation Conference, notify Teacher/Specialist of employment status, and facilitate appropriate professional plan for growth and improvement.
- Maintain the integrity of the Evaluation Plan and process.

Teacher/Specialist Responsibilities:

- Understand and put into practice the Framework for Teaching or Framework for Specialists.
- Meet with Evaluator to ensure adherence to Framework for Teaching or Framework for Specialists.
- Attain *Proficient* or *Excellent* performance.
- Provide evidence of professional practice aligned with the Framework for Teaching or Framework for Specialists.
- Maintain the integrity of the Evaluation Plan and process.

SECTION 7: DEFINITIONS OF TERMS IN THE PERFORMANCE EVALUATION PLAN

Components - Distinct aspects of a Domain as defined by the Framework for Teaching.

Consulting Teacher - An educational employee as defined in the Educational Labor Relations Act who has at least five years of experience as a Teacher and a reasonable familiarity with the assignment of the Teacher being evaluated, and who received an Excellent rating on his or her most recent evaluation. The Consulting Teacher is selected by the Evaluator from a list provided by the PBLEA President and is used for the purpose of supporting the Teacher during the Remediation Plan, but cannot be held responsible for the final outcome.

Critical Attributes - Additional tools to support the understanding of teaching practice in order to assist in distinguishing across levels of performance. These are considered characteristics of teaching practice and are not evident in all situations at all times. Instead, they can be used as the "look for" and "listen for" in teaching practice.

Documentation - Evidence/information that supports or explains the Teacher's work in each of the four Domains.

Domains of Specialized Practice - Four (4) main areas of effective specialized practice (Planning and Preparation, Environment, Delivery of Services, and Professional Responsibilities).

Domains of Teaching Practice - Four (4) main areas of effective teaching practice (Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities).

Formal Observation - Formal observations will include the following: (1) are announced (2) are a minimum of 45 minutes, or a complete lesson, or an entire class period; (3) include pre-observation and post-observation conferences; and (4) include documentation of the observation provided to the Teacher.

Informal Observation - Informal observations will include the following: (1) are unannounced, (2) have no pre-observation conference, (3) have optional post observation conference as requested by the Teacher or Evaluator or both; and (4) may include documentation of the observation provided to the Teacher.

Performance Evaluation - Written evaluation of the Teacher's job performance based on the ratings earned on each of the components. According to state requirements, Teacher performance shall be rated as: Excellent, Proficient, Needs Improvement, or Unsatisfactory.

Performance Evaluation Conference - A performance evaluation conference is a meeting, which may be separate from the post-observation conference, in which the Teacher and Evaluator review and sign the final Danielson Framework for Teaching and discuss possible next steps for professional growth.

Performance Evaluation Ratings (Summative) - The final rating of the Teacher using the rating levels of Excellent, Proficient, Needs Improvement, or Unsatisfactory and includes consideration of professional practice and when applicable, indicators of student growth. (see Section 24A-2.5 of the School Code)

Pre-Observation Conference - A Pre-Observation conference must precede a formal observation and include (1) a written lesson or unit plan and/or evidence of planning for lesson/activity in advance of the conference; (2) input by the Teacher regarding the focus of observation; and (3) a discussion of the lesson/activity to be observed.

Post-Observation Conference - A Post-Observation conference must follow a formal observation and informal (when requested) and include (1) the Evaluator and the Teacher discussing the evidence collected about the Teacher's professional practice; (2) the Evaluator providing specific feedback in writing; (3) the Teacher being given the opportunity to reflect and respond to the evidence provided and give additional information/explanation if needed; and (4) notification by the Evaluator to the Teacher if the evidence collected to date may result in a component rating of Needs Improvement or Unsatisfactory.

Professional Development Plan (PDP) - A plan for professional development created within 30 school days after the completion of an Evaluation resulting in the Needs Improvement rating. The PDP is developed by the Evaluator in consultation with a Teacher based upon areas that need improvement and includes supports that the district will provide to address the performance areas identified as needing improvement. (See 105 ILCS 24 A-5 of the School Code)

Qualified Evaluator - An individual who has completed the pre-qualification process and who has successfully passed the State-developed assessments specified to evaluate Teachers. Each qualified Evaluator shall maintain his/her qualification by completing the re-training required. In Paxton-Buckley-Loda CUSD No. 10, a qualified Evaluator must be an administrator. (See Section 24A-3 of the School Code)

Remediation Plan - A State-mandated Plan created by the Evaluator to commence within thirty (30) days after a Tenured Teacher has been rated Unsatisfactory on a Performance Evaluation, The Remediation Plan shall have deficiencies cited, provided the deficiencies are remediable; be implemented in a ninety (90) school day timeframe; provide for a midpoint performance evaluation that includes, within 10 days, a written copy of the evaluation ratings, with deficiencies and recommendations identified; and provide for a final performance evaluation within 10 days after the conclusion of the remediation timeframe. The Teacher must receive a Proficient or Excellent to be reinstated to the regular evaluation cycle. Teachers who do not receive a rating of Proficient or Excellent will be dismissed. A Consulting Teacher will help support the Teacher with the implementation of the Remediation Plan during the 90 school day period. (See 105 ILCS 5/24 A-5 of the School Code)

Specialist - Persons included in the following categories of Teacher: Guidance Counselors, School Social Workers, Library Media Specialists.

Student Growth Data - This will be determined after the Illinois State Board of Education has set forth rules, regulations, and recommendations regarding student growth, beginning in 2016.

Teacher - A full-time or part-time professional employee of the school district who is required to hold a teaching certificate or a professional educator's license endorsed for a teaching field. (See Article 21 or Article 21B of the School Code)

Written Notification - Document provided to each Teacher by the first day of school (or no later than thirty days after the contract is executed-but prior to the commencement of the evaluation process-if the Teacher is hired after the start of the school term): 1) Rating definitions and the method for determining the ratings; 2) Performance Evaluation rubric that is appropriate for the Teacher; and 3) the defined process for a Teacher who receives Needs improvement or Unsatisfactory.

SECTION 8: INFORMAL OBSERVATION, FORMAL OBSERVATION, AND PERFORMANCE EVALUATION RATING PROCESS

Informal Observation Process:

- A. A Pre-Conference is not required for an informal observation.
- B. Teachers may request informal observation(s).
- C. If evidence from an informal observation gathered by an Evaluator will be used in the summative evaluation rating, the Teacher will receive a copy. If requested by either the Evaluator or the Teacher, a Post-Observation Conference will occur. The Teacher will have the right to attach a written response to informal observations that are used toward the summative rating.
- D. Evidence collected by the evaluator during an informal observation to be used in the summative evaluation will be shared with the Teacher. Evidence will be shared within seven (7) school days.
- E. A minimum of one (1) informal observation will be conducted per semester.

Formal Observation Process:

- A. The Teacher will complete the following Pre-Conference steps:
 - 1). The teacher should prepare and submit responses to the questions contained on Form A: Pre-Observation Conference Form.The Teacher will bring evidence of planning specific to the observation (*e.g. a lesson plan and objectives*). Teachers are also encouraged to bring artifacts that support the planning process.
- B. Observations must be for a minimum of forty-five (45) minutes, a complete lesson, or an entire class period in a classroom/work setting. The Evaluator will collect evidence of the observed professional practice in Domains 2 and 3. Additional evidence in all Domains may be documented by the Teacher and shall be considered by the Evaluator.
- C. The Post-Observation Conference will be held no later than seven (7) school days after each formal observation. A copy of the Evaluator's summary of the formal observation will be given to the Teacher no later than three (3) working days prior to the post-observation evaluation conference. The Teacher should also prepare responses to the questions contained on Form B: Post-Observation Conference Form. Teachers may bring additional documents or artifacts to the Post-Observation Conference which shall be considered by the Evaluator. Evaluators may also add evidence to Domains 1 and 4 prior to the Post-Observation Conference.
- D. Non-tenured Teachers will be formally evaluated a minimum of twice per school year, and Tenured Teachers a minimum of one (1) time every other school year.

Summative Evaluation Rating Process:

- A. Prior to the summative evaluation conference, the Teacher will submit evidence from the Danielson Framework for Teaching to the Evaluator to consider and review.
- B. A draft copy of the summative evaluation will be given to the teacher at least three (3) working days prior to the summative evaluation conference.
- C. A summative evaluation conference will be held between the Evaluator and Teacher after completing all observation requirements for the evaluation cycle and may coincide with the formal observation post-conference, if both the teacher and evaluator agree.
- D. Any Teacher who has received a "Needs Improvement" or "Unsatisfactory" summative rating shall have a Professional Development Plan (PDP) or a Remediation Plan (RP) as required by law.
- E. The Teacher and Evaluator will review the final Danielson Framework for Teaching and discuss possible next steps for professional growth.
- F. Summative evaluation rating will be provided on Form C: Summative Evaluation Rating Form. A Teacher has the option to attach additional comments on the summative evaluation.

DANIELSON FRAMEWORK FOR TEACHING

DOMAIN 1A: DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

UNSATISFACTORY • LEVEL 1

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.

NEEDS IMPROVEMENT • LEVEL 2

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.

CRITICAL ATTRIBUTES

- The Teacher makes content errors.
- The Teacher does not consider prerequisite relationships when planning.
- The Teacher's plans use inappropriate strategies for the discipline.

- The Teacher's understanding of the discipline is rudimentary.
- The Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.
- Lesson and unit plans use limited instructional strategies, and some are not suitable to the unit.

POSSIBLE EXAMPLES

- *The teacher says, "The official language of Brazil is Spanish, just like other South American countries."*
- *The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."*
- *The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words.*
- *And others....*

- *The teacher plans lessons on an area and perimeter independently of one another, without linking the concepts together.*
- *The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.*
- *The teacher always plans the same routine to study spelling; pretest on Monday, copy the words five times each on Tuesday and Wednesday, test on Friday.*
- *And others....*

PROFICIENT • LEVEL 3

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.

EXCELLENT • LEVEL 4

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.

CRITICAL ATTRIBUTES

- The Teacher can identify important concepts of the discipline and their relationships to one another.
- The Teacher provides clear explanations of the content.
- The Teacher answers students' questions accurately and provides feedback that furthers their learning.
- Instructional strategies in unit and lesson plans are entirely suitable to the content.

- The Teacher cites intra- and interdisciplinary content relationships.
- The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.
- The teacher's plans reflect recent developments in content-related pedagogy.

POSSIBLE EXAMPLES

- *The Teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.*
- *The Teacher has realized her students are not sure how to use a compass, and so she plans to have them practice that skill before introducing the activity on angle measurement.*
- *The teacher plans to expand a unit on civics by having students simulate a court trial.*
- *And others....*

- *A unit on 19th-century literature, the teacher incorporates information about the history of the same period.*
- *Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter.*
- *And others....*

DOMAIN 1B: DEMONSTRATING KNOWLEDGE OF STUDENTS

UNSATISFACTORY • LEVEL 1

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.

NEEDS IMPROVEMENT • LEVEL 2

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.

CRITICAL ATTRIBUTES

- The teacher does not understand child development characteristics and has unrealistic expectations for students.
- The teacher does not try to ascertain varied ability levels among students in the class.
- The teacher is not aware of students' interests or cultural heritages.
- The teacher takes no responsibility to learn about students' medical or learning disabilities.

- The teacher cites developmental theory but does not seek to integrate it into lesson planning.
- The teacher is aware of the different ability levels in the class but tends to teach to the "whole group".
- The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.
- The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.

POSSIBLE EXAMPLES

- *The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds.*
- *The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.*
- *The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students.*
- *And others....*

- *The teacher's lesson plan has the same assignment for the entire class in spite of the fact that one activity is beyond the reach of some students.*
- *In the unit on Mexico, the teacher has not incorporated perspectives from three Mexican-American children in the class.*
- *Lesson plans make only peripheral reference to students' interests.*
- *The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet.*
- *And others....*

PROFICIENT • LEVEL 3

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.

EXCELLENT • LEVEL 4

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.

CRITICAL ATTRIBUTES

- The teacher knows, for groups of students, their levels of cognitive development.
- The teacher is aware of the different cultural groups in the class.
- The teacher has a good idea of the range of interests of students in the class.
- The teacher has identified "high", "medium", and "low" groups of students within the class.
- The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.
- The teacher is aware of the special needs represented by students in the class.

- The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.
- The teacher seeks out information from all students about their cultural heritages.
- The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

POSSIBLE EXAMPLES

- *The teacher creates an assessment of students' levels of cognitive development.*
- *The teacher examines previous year's cumulative folders to ascertain the proficiency levels of groups of students in the class.*
- *The teacher administers a student interest survey at the beginning of the school year.*
- *The teacher plans activities using his knowledge of students' interests.*
- *The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.*
- *The teacher realizes that not all of his students are Christian, and so he plans to read a Hanukkah story in December.*
- *The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America.*
- *And others...*

- *The teacher plans his lessons with three different follow-up activities, designed to meet the varied ability levels of his students.*
- *The teacher plans to provide multiple project options; each student will select the project that best meets his or her individual approach to learning.*
- *The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult.*
- *The teacher attends the local Mexican heritage day, meeting several of his students' extended family members.*
- *The teacher regularly creates adopted assessment materials for several students with learning disabilities.*
- *And others...*

DOMAIN 1C: SETTING INSTRUCTIONAL OUTCOMES

UNSATISFACTORY • LEVEL 1

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.

NEEDS IMPROVEMENT • LEVEL 2

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.

CRITICAL ATTRIBUTES

- Outcomes lack rigor.
- Outcomes do not represent important learning in the discipline.
- Outcomes are not clear or are stated as activities.
- Outcomes are not suitable for many students in the class.

- Outcomes represent a mixture of low expectations and rigor.
- Some outcomes reflect important learning in the discipline.
- Outcomes are suitable for most of the class.

POSSIBLE EXAMPLES

- *A learning outcome for a fourth-grade class is to make a poster illustrating a poem.*
- *All the outcomes for a ninth-grade history class are based on demonstrating factual knowledge.*
- *The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles.*
- *Despite the presence of a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.*
- *None of the science outcomes deals with the students' reading, understanding, or interpretation of the text.*
- *And others...*

- *Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.*
- *The reading outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students are struggling.*
- *Most of the English Language Arts outcomes are based on narrative.*
- *And others...*

PROFICIENT • LEVEL 3

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.

EXCELLENT • LEVEL 4

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.

CRITICAL ATTRIBUTES

- Outcomes represent high expectations and rigor.
- Outcomes are related to "big ideas" of the discipline.
- Outcomes are written in terms of what students will learn rather than do.
- Outcomes represent a range of types: factual knowledge conceptual understanding, reasoning, social interaction, management, and communication.
- Outcomes, differentiated where necessary, are suitable to groups of students in the class.

- The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing.
- The teacher connects outcomes to previous and future learning.
- Outcomes are differentiated to encourage individual students to take educational risks.

POSSIBLE EXAMPLES

- *One of the learning outcomes is for students to "appreciate the aesthetics of 18th-century English poetry".*
- *The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.*
- *The learning outcomes include students defending their interpretation of the story with citations from the text.*
- *And others...*

- *The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the teacher's higher expectations of them.*
- *Students will develop a concept map that links previous learning goals to those they are currently working on.*
- *Some students identify additional learning.*
- *The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives.*
- *One of the outcomes for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency.*
- *And others...*

DOMAIN 1D: DEMONSTRATING KNOWLEDGE OF RESOURCES

UNSATISFACTORY • LEVEL 1

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.

NEEDS IMPROVEMENT • LEVEL 2

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.

CRITICAL ATTRIBUTES

- The teacher uses only district-provided materials, even when more variety would assist some students.
- The teacher does not seek out resources available to expand her own skill.
- Although the teacher is aware of some student needs, he does not inquire about possible resources.

- The teacher uses materials in the school library but does not search beyond the school for resources.
- The teacher participates in content-area workshops offered by the school but does not pursue other professional development.
- The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.

POSSIBLE EXAMPLES

- *For their unit on China, the students find all of their information in the district-supplied textbook.*
- *The teacher is not sure how to teach fractions but does not know how he's expected to learn it by himself.*
- *A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment."*
- *In the literacy classroom, the teacher has provided only narrative works.*
- *And others...*

- *For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. He does not seek out others from the public library.*
- *The teacher knows she should learn more about literacy development, but the school offered only one professional development day last year.*
- *The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.*
- *In the second-grade math class, the teacher misuses base 10 blocks in showing students how to represent numbers.*
- *And others...*

PROFICIENT • LEVEL 3

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.

EXCELLENT • LEVEL 4

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.

CRITICAL ATTRIBUTES

- Texts are varied levels.
- Texts are supplemented by guest speakers and field experience.
- The teacher facilitates the use of Internet resources.
- Resources are multidisciplinary.
- The teacher expands her knowledge through professional learning groups and organizations.
- The teacher pursues options offered by universities.
- The teacher provides lists of resources outside the classroom for students to draw on.

- Texts are matched to student skill level.
- The teacher has ongoing relationships with colleges and universities that support student learning.
- The teacher maintains a log of resources for student reference.
- The teacher pursues apprenticeships to increase discipline knowledge.
- The teacher facilitates student contact with resources outside the classroom.

POSSIBLE EXAMPLES

- *The teacher provides her fifth graders a range of nonfiction texts about the American Revolution so that regardless of their reading level, all students can participate in the discussion of important concepts.*
- *The teacher takes an online course on literature to expand her knowledge of great American writers.*
- *The ELA lesson includes a wide range of narrative and informational reading materials.*
- *The teacher distributes a list of summer reading materials that will help prepare his eighth graders' transition to high school.*
- *And others...*

- *The teacher is not happy with the out-of-date textbook; his students will critique it and write their own material for social studies.*
- *The teacher spends the summer at Dow Chemical learning more about current research so that she can expand her knowledge base for teaching chemistry.*
- *The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.*
- *And others...*

DOMAIN 1E: DESIGNING COHERENT INSTRUCTION

UNSATISFACTORY • LEVEL 1

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.

NEEDS IMPROVEMENT • LEVEL 2

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.

CRITICAL ATTRIBUTES

- Learning activities are boring and/or not well aligned to the instructional goals.
- Materials are not engaging or do not meet instructional outcomes.
- Instructional groups do not support learning.
- Lesson plans are not structured or sequenced and are unrealistic in their expectations.

- Learning activities are moderately challenging.
- Learning resources are suitable, but there is limited variety.
- Instructional groups are random, or they only partially support objectives.
- Lesson structure is uneven or may be unrealistic about time expectations.

POSSIBLE EXAMPLES

- *After ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet.*
- *The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communication.*
- *The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups based on where they are sitting.*
- *The teacher's lesson plans are written on sticky notes in his gradebook; they indicate: lecture, activity, or test, along with page numbers in the text.*
- *And others...*

- *After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.*
- *The teacher finds an atlas to use as a supplemental resource during the geography unit.*
- *The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with.*
- *The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.*
- *The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story.*
- *And others...*

PROFICIENT • LEVEL 3

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.

EXCELLENT • LEVEL 4

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.

CRITICAL ATTRIBUTES

- Learning activities are matched to instructional outcomes.
- Activities provide opportunity for higher-level thinking.
- The teacher provides a variety of appropriately challenging materials and resources.
- Instructional student groups are organized thoughtfully to maximize learning and build on students' strength.
- The plan for the lesson or unit is well structured, with reasonable time allocations.

- Activities permit student choice.
- Learning experiences connect to other disciplines.
- The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.
- Lesson plans differentiate for individual student needs.

POSSIBLE EXAMPLES

- *The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level.*
- *The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.*
- *The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style.*
- *The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated.*
- *The fourth-grade math unit plan focuses on the key concepts for that level*
- *And others...*

- *The teacher's unit on ecosystems lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning.*
- *While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections.*
- *After the cooperative group lesson, the students will reflect on their participation and make suggestions.*
- *The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.*
- *The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum.*
- *And others...*

DOMAIN 1F: DESIGNING STUDENT ASSESSMENTS

UNSATISFACTORY • LEVEL 1

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.

NEEDS IMPROVEMENT • LEVEL 2

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.

CRITICAL ATTRIBUTES

- Assessments do not match instructional outcomes.
- Assessments lack criteria.
- No formative assessments have been designed.
- Assessment results do not affect future plans.

- Only some of the instructional outcomes are addressed in the planned assessments.
- Assessment criteria are vague.
- Plans refer to the use of formative assessments, but they are not fully developed.
- Assessment results are used to design lesson plans for the whole class, not individual students.

POSSIBLE EXAMPLES

- *The teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc.*
- *The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?"*
- *The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving."*
- *And others...*

- *The district goal for the unit on Europe is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers.*
- *The plan indicates that the teacher will pause to "check for understanding" but does not specify a clear process for accomplishing that goal.*
- *A student asks, "If half the class passed the test, why are we all reviewing the material again?"*
- *And others...*

PROFICIENT • LEVEL 3

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.

EXCELLENT • LEVEL 4

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.

CRITICAL ATTRIBUTES

- All the learning outcomes have a method for assessment.
- Assessment types match learning expectations.
- Plans indicate modified assessments when they are necessary for some students.
- Assessment criteria are clearly written.
- Plans include formative assessments to use during instruction.
- Lesson plans indicate possible adjustments based on formative assessment data.

- Assessments provide opportunities for student choice.
- Students participate in designing assessments for their own work.
- Teacher-designed assessments are authentic, with real-world application as appropriate.
- Students develop rubrics according to teacher-specified learning objectives.
- Students are actively involved in collecting information from formative assessments and provide input.

POSSIBLE EXAMPLES

- *The teacher knows that his students will have to write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.*
- *The teacher has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation will be clearly defined.*
- *The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the students into different groups during the next lesson's activities.*
- *Employing the formative assessment of the previous morning's project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning's activities.*
- *And others...*

- *To teach persuasive writing, the teacher plans to have his class research and write to the principal on an issue that is important to the students: the use of cell phones in class.*
- *The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubrics, and they will refer to those as they create a rubric of their own.*
- *After the lesson, the teacher plans to ask students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.*
- *The teacher has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with her during work-shop time.*
- *And others...*

DOMAIN 2A: CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT

UNSATISFACTORY • LEVEL 1

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.

NEEDS IMPROVEMENT • LEVEL 2

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.

CRITICAL ATTRIBUTES

- The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.
- Student body language indicates feelings of hurt, discomfort, or insecurity.
- The teacher displays no familiarity with, or caring about, individual students.
- The teacher disregards disrespectful interactions among students.

- The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.
- The teacher attempts to respond to disrespectful behavior among students, with uneven results.
- The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.

POSSIBLE EXAMPLES

- *A student slumps in his chair following a comment by the teacher.*
- *Students roll their eyes at a classmate's idea; the teacher does not respond.*
- *Many students talk when the teacher and other students are talking; the teacher does not correct them.*
- *Some students refuse to work with other students.*
- *The teacher does not call students by their names.*
- *And others...*

- *Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.*
- *A few students do not engage with others in the classroom, even when put together in small groups.*
- *Students applaud halfheartedly following a classmate's presentation to the class.*
- *The teacher says, "Don't talk that way to your classmates." but the student shrugs her shoulders.*
- *And others...*

PROFICIENT • LEVEL 3

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.

EXCELLENT • LEVEL 4

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.

CRITICAL ATTRIBUTES

- Talk between teacher and students and among students is uniformly respectful.
- The teacher successfully responds to disrespectful behavior among students.
- Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.
- The teacher makes general connections with individual students.
- Students exhibit respect for the teacher.

- The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.
- There is no disrespectful behavior among students.
- When necessary, students respectfully correct one another.
- Students participate without fear of put-downs or ridicule from either the teacher or other students.
- The teacher respects and encourages students' efforts.

POSSIBLE EXAMPLES

- *The teacher greets students by name as they enter the class or during the lesson.*
- *The teacher gets on the same level with students, kneeling for instance, beside a student working at a desk.*
- *Students attend fully to what the teacher is saying.*
- *Students wait for classmates to finish speaking before beginning to talk.*
- *Students applaud politely following a classmate's presentation to the class.*
- *Students help each other and accept help from each other.*
- *The teacher and students use courtesies such as "please", "thank you", and "excuse me".*
- *The teacher says, "Don't talk that way to your classmates" and the insult stops.*
- *And others...*

- *The teacher inquires about a student's soccer game last weekend (or extra-curricular activities or hobbies).*
- *Students say "Shhh" to classmates who are talking while the teacher or another student is speaking.*
- *Students clap enthusiastically for one another's presentations for a job well done.*
- *The teacher says, "That's an interesting idea, Josh, but you're forgetting..."*
- *A student questions a classmate, "Didn't you mean ____?" and the classmate reflects and responds, "Oh, maybe you are right!"*
- *And others...*

DOMAIN 2B: ESTABLISHING A CULTURE FOR LEARNING

UNSATISFACTORY • LEVEL 1

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.

NEEDS IMPROVEMENT • LEVEL 2

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.

CRITICAL ATTRIBUTES

- The teacher conveys that there is little or no purpose for the work, or that the reason for doing it are due to external factors.
- The teacher conveys to at least some students that the work is too challenging for them.
- Students exhibit little or no pride in their work.
- Students use language incorrectly; the teacher does not correct them.

- The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.
- The teacher conveys high expectations for only some students.
- Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path".
- The teacher's primary concern appears to be to complete the task at hand.
- The teacher urges, but does not insist, that students use precise language.

POSSIBLE EXAMPLES

- *The teacher tells students that they're doing a lesson because it's in the book or is district-mandated.*
- *The teacher says to a student, "Why don't you try this easier problem?"*
- *Students turn in sloppy or incomplete work.*
- *Many students don't engage in an assigned task, and yet the teacher ignores their behavior.*
- *Students have not completed their homework; the teacher does not respond.*
- *And others...*

- *The teacher says, "Let's get through this."*
- *The teacher says, "I think most of you will be able to do this."*
- *Students consult with one another to determine how to fill in a worksheet, without challenging one another's thinking.*
- *The teacher does not encourage students who are struggling.*
- *Only some students get right to work after an assignment is given or after entering the room.*
- *And others...*

PROFICIENT • LEVEL 3

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.

EXCELLENT • LEVEL 4

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.

CRITICAL ATTRIBUTES

- The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.
- The teacher demonstrates a high regard for students' abilities.
- The teacher conveys an expectation of high levels of student effort.
- Students expend good effort to complete work of high quality.
- The teacher insists on precise use of language by students.

- The teacher communicates passion for the subject.
- The teacher conveys the satisfaction that accompanies a deep understanding of complex content.
- Students indicate through their questions and comments a desire to understand the content.
- Students assist their classmates in understanding the content.
- Students take initiative in improving the quality of their work.
- Students correct one another in their use of language.

POSSIBLE EXAMPLES

- *The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job."*
- *The teacher says, "This idea is really important! It's central to our understanding of history."*
- *The teacher says, "Let's work on this together; it's hard, but you all will be able to do it well."*
- *The teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts it without complaint.*
- *Students get to work right away when an assignment is given or after entering the room.*
- *And others...*

- *The teacher says, "It's really fun to find the patterns for factoring polynomials."*
- *A student says, "I don't really understand why it's better to solve this problem that way."*
- *A student asks a classmate to explain a concept or procedure since he didn't quite follow the teacher's explanation.*
- *Students question one another on answers.*
- *A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened.*
- *And others...*

DOMAIN 2C: MANAGING CLASSROOM PROCEDURES

UNSATISFACTORY • LEVEL 1

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.

NEEDS IMPROVEMENT • LEVEL 2

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.

CRITICAL ATTRIBUTES

- Students not working with the teacher are not productively engaged.
- Transitions are disorganized, with much loss of instructional time.
- There do not appear to be any established procedures for distributing and collecting materials.
- A considerable amount of time is spent off task because of unclear procedures.

- Students not working directly with the teacher are only partially engaged.
- Procedures for transitions seem to have been established, but their operation is not smooth.
- There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.
- Classroom routines function unevenly.

POSSIBLE EXAMPLES

- *When moving into small groups, students ask questions about where they are supposed to go, whether they should take their chairs, etc.*
- *There are long lines for materials and supplies.*
- *Distributing or collecting supplies is time consuming.*
- *Students bump into one another when lining up or sharpening pencils.*
- *At the beginning of the lesson, roll-taking consumes much time and student are not working on anything.*
- *And others...*

- *Some students not working with the teacher are off task.*
- *Transition between large- and small-group activities requires five minutes but is accomplished.*
- *Students ask what they are to do when materials are being distributed or collected.*
- *Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form.*
- *And others...*

PROFICIENT • LEVEL 3

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.

EXCELLENT • LEVEL 4

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.

CRITICAL ATTRIBUTES

- Students are productively engaged during small-group or independent work.
- Transitions between large- and small-group activities are smooth.
- Routines for distribution and collection of materials and supplies work efficiently.
- Classroom routines function smoothly.

- With minimal prompting by the teacher, students ensure that their time is used productively.
- Students take initiative in distributing and collecting materials efficiently.
- Students themselves ensure that transitions and other routines are accomplished smoothly.

POSSIBLE EXAMPLES

- *In small-group work, students have established roles; they listen to one another, summarizing different views, etc.*
- *Students move directly between large- and small-group activities.*
- *Students get started on an activity while the teacher takes attendance.*
- *The teacher has an established timing device, such as counting down, to signal students to return to their desks.*
- *The teacher has an established attention signal, such as raising a hand or dimming the lights.*
- *One member of each small group collects materials for the table.*
- *There is an established color-coded system indicating where materials should be stored.*
- *Clean-up at the end of a lesson is fast and efficient.*
- *And others...*

- *Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.*
- *A student reminds classmates of the roles that they are to play within the group.*
- *A student redirects a classmate to the table he should be at following a transition.*

DOMAIN 2D: MANAGING STUDENT BEHAVIOR

UNSATISFACTORY • LEVEL 1

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.

NEEDS IMPROVEMENT • LEVEL 2

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.

CRITICAL ATTRIBUTES

- The classroom environment is chaotic, with no standards of conduct evident.
- The teacher does not monitor student behavior.
- Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.

- The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.
- The teacher attempts to keep track of student behavior, but with no apparent system.
- The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.

POSSIBLE EXAMPLES

- *Students are talking among themselves, with no attempt by the teacher to silence them.*
- *An object flies through the air, apparently without the teacher's notice.*
- *Students are running around the room, resulting in chaos.*
- *Students use their phones and other electronic devices; the teacher doesn't attempt to stop them.*
- *And others...*

- *Classroom rules are posted, but neither the teacher nor the students refer to them.*
- *The teacher repeatedly asks students to take their seats; some ignore her.*
- *To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."*
- *And others...*

PROFICIENT • LEVEL 3

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.

EXCELLENT • LEVEL 4

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.

CRITICAL ATTRIBUTES

- Standards of conduct appear to have been established and implemented successfully.
- Overall, student behavior is generally appropriate.
- The teacher frequently monitors student behavior.
- The teacher's response to student misbehavior is effective.

- Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.
- The teacher silently and subtly monitors student behavior.
- Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

POSSIBLE EXAMPLES

- *Upon a nonverbal signal from the teacher, students correct their behavior.*
- *The teacher moves to every section of the classroom, keeping a close eye on student behavior.*
- *The teacher gives a student a "hard look", and the student stops talking to his neighbor.*
- *And others...*

- *A student suggests a revision to one of the classroom rules.*
- *The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops.*
- *The teacher speaks privately to a student about misbehavior.*
- *A student reminds her classmates of the class rule about chewing gum.*
- *And others...*

DOMAIN 2E: ORGANIZING PHYSICAL SPACE

UNSATISFACTORY • LEVEL 1

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.

NEEDS IMPROVEMENT • LEVEL 2

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.

CRITICAL ATTRIBUTES

- There are physical hazards in the classroom, endangering student safety.
- Many students can't see or hear the teacher or see the board.
- Available technology is not being used even if it is available and its use would enhance the lesson.

- The physical environment is safe, and most students can see and hear the teacher or see the board.
- The physical environment is not an impediment to learning, but does not enhance it.
- The teacher makes limited use of available technology and other resources.

POSSIBLE EXAMPLES

- *There are electrical cords running around the classroom.*
- *There is a pole in the middle of the room; some students can't see the board.*
- *A whiteboard is in the classroom, but it is facing the wall.*
- *And others...*

- *The teacher ensures that dangerous chemicals are stored safely.*
- *The classroom desks remain in two semicircles, requiring students to lean around their classmates during small-group work.*
- *The teacher tries to use a computer to illustrate a concept but requires several attempts to make the demonstration work.*
- *And others...*

PROFICIENT • LEVEL 3

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.

EXCELLENT • LEVEL 4

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.

CRITICAL ATTRIBUTES

- The classroom is safe, and all students are able to see and hear the teacher or see the board.
- The classroom is arranged to support the instructional goal and learning activities.
- The teacher makes appropriate use of available technology.

- Modifications are made to the physical environment to accommodate students with special needs.
- There is total alignment between the learning activities and the physical environment.
- Students take the initiative to adjust the physical environment.
- The teacher and students make extensive and imaginative use of available technology.

POSSIBLE EXAMPLES

- *There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.*
- *Desks are moved together so that students can work in small groups, or desks are moved into a circle for a class discussion.*
- *The use of an Internet connection extends the lesson.*
- *And others...*

- *Students ask if they can shift the furniture to better suit small-group work or discussion.*
- *A student closes the door to shut out noise in the corridor or lowers a blind to block the sun from a classmate's eyes.*
- *A student suggests an application of the whiteboard for an activity.*
- *And others...*

DOMAIN 3A: COMMUNICATING WITH STUDENTS

UNSATISFACTORY • LEVEL 1

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.

NEEDS IMPROVEMENT • LEVEL 2

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.

CRITICAL ATTRIBUTES

- At no time during the lesson does the teacher convey to students that they will be learning.
- Students indicate through body language or questions that they don't understand the content being presented.
- The teacher makes a serious content error that will affect students' understanding of the lesson.
- Students indicate through their questions that they are confused about the learning task.
- The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.
- The teacher's vocabulary is inappropriate to the age or culture of the students

- The teacher provides little elaboration or explanation about what the students will be learning.
- The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.
- The teacher makes no serious content errors but may make minor ones.
- The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.
- The teacher must clarify the learning task so students can complete it.
- The teacher's vocabulary and usage are correct but unimaginative.
- When the teacher attempts to explain academic vocabulary, it is only partially successful.
- The teacher's vocabulary is too advanced, or too juvenile, for students.

POSSIBLE EXAMPLES

- A student asks, "What are we supposed to be doing?" but the teacher ignores the question.
- The teacher states that to add fractions they must have the same numerator.
- Students have a quizzical look on their faces; some may withdraw from the lesson.
- Students become disruptive or talk among themselves in an effort to follow the lesson.
- The teacher uses technical terms without explaining their meanings.
- The teacher says "ain't".
- And others...

- The teacher mispronounces "_____".
- The teacher says, "And oh, by the way, today we're going to factor polynomials."
- A student asks, "What are we supposed to be doing?" and the teacher clarifies the task.
- A student asks, "What do I write here?" in order to complete a task.
- A teacher says, "Watch me while I show you how to _____" asking students only to listen.
- A number of students do not seem to be following the explanation.
- Students are in attentive during the teacher's explanation of content.
- Students' use of academic vocabulary is imprecise.
- And others...

PROFICIENT • LEVEL 3

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 scaffold, 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.

EXCELLENT • LEVEL 4

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.

CRITICAL ATTRIBUTES

- The teacher states clearly, at some point during the lesson, what the students will be learning.
- The teacher’s explanation of content is clear and invites student participation and thinking.
- The teacher makes no content errors.
- The teacher describes specific strategies students might use, inviting students to interpret them in the content of what they’re learning.
- Students engage with the learning task, indicating that they understand what they are to do.
- If appropriate, the teacher models the process to be followed in the task.
- The teacher’s vocabulary and usage are correct and entirely suited to the lesson, including where appropriate explanations of academic vocabulary.
- The teacher’s vocabulary is appropriate to students’ ages and levels of development.

- If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.
- The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.
- The teacher points out possible areas for misunderstanding.
- The teacher invites students to explain the content to their classmates.
- Students suggest other strategies they might use in approaching a challenge or analysis.
- The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.
- Students use academic language correctly.

POSSIBLE EXAMPLES

- *The teacher says, "By the end of today's lesson you're all going to be able to factor different types of polynomials."*
- *In the course of a presentation of content, the teacher asks students, "Can anyone think of an example of that?"*
- *The teacher uses a board or projection device for task directions so that students can refer to it without requiring the teacher's attention.*
- *The teacher says, "When you're trying to solve a math problem like this, you might think of a similar, but simpler, problem you've done in the past and see whether the same approach would work."*
- *The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold but sunny day or about the water in a hose that has been sitting in the sun.*
- *The teacher uses a Venn diagram to illustrate the distinctions between a republic and a democracy.*
- *And others...*

- *The teacher says, "Here's a spot where some students have difficulty; be sure to read it carefully."*
- *The teacher asks a student to explain the task to other students.*
- *When clarification about the learning task is needed, a student offers it to a classmate.*
- *The teacher, in explaining the westward movement in U.S. history, invites students to consider that historical period from the point of view of the Native Peoples.*
- *The teacher asks, "Who would like to explain this idea to us?"*
- *A student asks, "Is there another way we could think about analogies?"*
- *A student explains an academic term to classmates.*
- *The teacher pauses during an explanation of the civil rights movement to remind students that the prefix in- as inequality means "not" and that the prefix un- also means the same thing.*
- *A student says to a classmate, "I think that side of the triangle is called the hypotenuse."*
- *And others...*

DOMAIN 3B: USING QUESTIONING AND DISCUSSION TECHNIQUES

UNSATISFACTORY • LEVEL 1

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.

NEEDS IMPROVEMENT • LEVEL 2

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.

CRITICAL ATTRIBUTES

- Questions are rapid-fire and convergent, with a single correct answer.
- Questions do not invite student thinking.
- All discussion is between the teacher and students; students are not invited to speak directly to one another.
- The teacher does not ask students to explain their thinking.
- Only a few students dominate the discussion.

- The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.
- The teacher invites students to respond directly to one another's ideas, but few students respond.
- The teacher calls on many students, but only a small number actually participate in the discussion.
- The teacher asks students to explain their reasoning, but only some students attempt to do so.

POSSIBLE EXAMPLES

- *All questions are of the "recitation" type, such as "What is 3x4?"*
- *The teacher asks a question for which the answer is on the board; students respond by reading it.*
- *The teacher calls only on students who have their hands up.*
- *A student responds to a question with wrong information, and the teacher doesn't follow up.*
- *And others...*

- *Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"*
- *The teacher asks, "Who has an idea about this?" The usual three students offer comments.*
- *The teacher asks, "Maria, can you comment on Ian's idea?" but Maria does not respond or makes a comment directly to the teacher.*
- *The teacher asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student falters.*
- *And others...*

PROFICIENT • LEVEL 3

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.

EXCELLENT • LEVEL 4

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.

CRITICAL ATTRIBUTES

- The teacher uses open-ended questions, inviting students to thinking and/or offer multiple possible answers.
- The teacher makes effective use of wait time.
- Discussions enable students to talk to one another without ongoing mediation by teacher.
- The teacher calls on most students, even those who don't initially volunteer.
- Many students actively engage in the discussion.
- The teacher asks students to justify their reasoning, and most attempt to do so.

- Students initiate higher-order questions.
- The teacher builds on and uses student responses to questions in order to deepen student understanding.
- Students extend the discussion, enriching it.
- Students invite comments from their classmates.
- Students invite comments from their classmates during a discussion and challenge one another's thinking.
- Virtually all students are engaged in the discussion.

POSSIBLE EXAMPLES

- *The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?"*
- *The teacher uses the plural form in asking questions, such as "What are some things you think might contribute to ___?"*
- *The teacher asks, "Maria, can you comment on Ian's idea?" and Maria responds directly to Ian.*
- *The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class.*
- *The teacher asks students when they have formulated an answer to the question "Why do you think Huck Finn did ___?" to find the reason in the text and to explain their thinking to a neighbor.*
- *And others...*

- *A student asks, "How many ways are there to get this answer?"*
- *A student says to a classmate, "I don't think I agree with you on this, because....."*
- *A student asks of other students, "Does anyone have another idea how we might figure this out?"*
- *A student asks, "What if....?"*
- *And others...*

DOMAIN 3C: ENGAGING STUDENTS IN LEARNING

UNSATISFACTORY • LEVEL 1

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.

NEEDS IMPROVEMENT • LEVEL 2

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.”

CRITICAL ATTRIBUTES

- Few students are intellectually engaged in the lesson.
- Learning tasks/activities and materials require only recall or have a single correct response or method.
- Instructional materials used are unsuitable to the lesson and/or the students.
- The lesson drags or is rushed.
- Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.

- Some students are intellectually engaged in the lesson.
- Learning tasks are a mix of those requiring thinking and those requiring recall.
- Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.
- The materials and resources are partially aligned to the lesson objectives.
- Few of the materials and resources require student thinking or ask students to explain their thinking.
- The pace of the lesson is uneven - suitable in parts but rushed or dragging in others.
- The instructional groupings used are partially appropriate to the activities.

POSSIBLE EXAMPLES

- *Most students disregard the assignment given by the teacher; it appears to be much too difficult for them.*
- *Students fill out the lesson worksheet by copying words from the board.*
- *Students are using math manipulative materials in a rote activity.*
- *The teacher lectures for 45 minutes.*
- *Most students don't have time to complete the assignment; the teacher moves on in the lesson.*
- *And others...*

- *Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed.*
- *Students are asked to fill in a worksheet, following an established procedure.*
- *There is a recognizable beginning, middle, and end to the lesson.*
- *The teacher lectures for 20 minutes and provides 15 minutes for the students to write an essay; not all students are able to complete it.*
- *And others...*

PROFICIENT • LEVEL 3

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.

EXCELLENT • LEVEL 4

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.

CRITICAL ATTRIBUTES

- Most students are intellectually engaged in the lesson.
- Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.
- Students are invited to explain their thinking as part of completing tasks.
- Materials and resources support the learning goals and require intellectual engagement, as appropriate.
- The pacing of the lesson provides students the time needed to be intellectually engaged.
- The teacher uses groupings that are suitable to the lesson activities.

- Virtually all students are intellectually engaged in the lesson.
- Lesson activities require high-level student thinking and explanations of their thinking.
- Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.
- Student have an opportunity for reflection and closure on the lesson to consolidate their understanding.

POSSIBLE EXAMPLES

- *Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity.*
- *Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their responses.*
- *Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table.*
- *Students are asked to create different representations of a large number using a variety of manipulative materials.*
- *The lesson is neither rushed nor does it drag.*
- *And others...*

- *Student are asked to write an essay in the style of Hemmingway and to describe which aspects of his style they have incorporated.*
- *Students determine which of several tools - e.g., a protractor, spreadsheet, or graphing calculator - would be most suitable to solve a math problem.*
- *A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.*
- *Students identify or create their own learning materials.*
- *Students summarize their learning from the lesson.*
- *And others...*

DOMAIN 3D: USING ASSESSMENT IN INSTRUCTION

UNSATISFACTORY • LEVEL 1

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.

NEEDS IMPROVEMENT • LEVEL 2

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.

CRITICAL ATTRIBUTES

- The teacher gives no indication of what high-quality work looks like.
- The teacher makes no effort to determine whether students understand the lesson.
- Students receive no feedback, or feedback is global or directed to only one student.
- The teacher does not ask students to evaluate their own or classmates' work.

- There is little evidence that the students understand how their work will be evaluated.
- The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.
- Feedback to students is vague and not oriented toward future improvement of work.
- The teacher makes only minor attempts to engage students in self- or peer assessments.

POSSIBLE EXAMPLES

- *A student asks, "How is this assignment going to be graded?"*
- *A student asks, "Is this the right way to solve this problem?" but receives no information from the teacher.*
- *The teacher forges ahead with a presentation without checking for understanding.*
- *After the students present their research on globalization, the teacher tells them their letter grade; when students ask how he arrived at the grade, the teacher responds, "After all these years in education, I just know what grade to give."*
- *And others...*

- *The teacher asks, "Does anyone have a question?"*
- *When a student completes a problem on the board, the teacher corrects the student's work without explaining why.*
- *The teacher says, "Good job, everyone."*
- *The teacher, after receiving a correct response from one student, continues without ascertaining whether other students understand the concept.*
- *The students receive their tests back; each one is simply marked with a letter grade at the top.*
- *And others...*

PROFICIENT • LEVEL 3

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.

EXCELLENT • LEVEL 4

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.

CRITICAL ATTRIBUTES

- The teacher makes the standards of high-quality work clear to students.
- The teacher elicits evidence of student understanding.
- Students are invited to assess their own work and make improvements; most of them do so.
- Feedback includes specific and timely guidance, at least for groups of students.

- Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.
- The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.
- Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.
- High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

POSSIBLE EXAMPLES

- *The teacher circulates during small-group or independent work, offering suggestions to students.*
- *The teacher uses specifically formulated questions to elicit evidence of student understanding.*
- *The teacher asks students to look over their papers to correct their errors; most of them engage in this task.*
- *And others...*

- *The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them.*
- *While students are working, the teacher circulates providing specific feedback to individual students.*
- *The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.*
- *Students offer feedback to their classmates on their work.*
- *Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.*
- *And others...*

DOMAIN 3E: DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS

UNSATISFACTORY • LEVEL 1

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.

NEEDS IMPROVEMENT • LEVEL 2

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.

CRITICAL ATTRIBUTES

- The teacher ignores indications of student boredom or lack of understanding.
- The teacher brushes aside students' questions.
- The teacher conveys to students that when they have difficulty learning it is their fault.
- In reflecting on practice, the teacher does not indicate that it is important to reach all students.
- The teacher makes no attempt to adjust the lesson in response to student confusion.

- The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson.
- The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.
- In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.
- The teacher's attempts to adjust the lesson are partially successful.

POSSIBLE EXAMPLES

- *The teacher says, "We don't have time for that today."*
- *The teacher says, "If you'd just pay attention, you could understand this."*
- *When a student asks the teacher to explain a mathematical procedure again, the teacher says, "Just do the homework assignment; you'll get it then."*
- *And others...*

- *The teacher says, "I'll try to think of another way to come at this and get back to you."*
- *The teacher says, "I realize not everyone understands this, but we can't spend any more time on it."*
- *The teacher rearranges the way the students are grouped in an attempt to help students understand the lesson; the strategy is partially successful.*
- *And others...*

PROFICIENT • LEVEL 3

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.

EXCELLENT • LEVEL 4

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.

CRITICAL ATTRIBUTES

- The teacher incorporates students' interest and questions into the heart of the lesson.
- The teacher conveys to students that she has other approaches to try when the students experience difficulty.
- In reflecting on practice, the teacher cites multiple approaches undertaken to each students having difficulty.
- When improvising becomes necessary, the teacher makes adjustments to the lesson.

- The teacher seizes on a teachable moment to enhance the lesson.
- The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use.
- In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.
- The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.

POSSIBLE EXAMPLES

- *The teacher says, "That's an interesting idea; let's see how it fits."*
- *The teacher illustrates a principle of good writing to a student using his interest in basketball as context.*
- *The teacher says, "This seems to be more difficult for you than I expected; let's try this way," and then uses another approach.*
- *And others...*

- *The teacher stops a lesson midstream and says, "This activity doesn't seem to be working. Here's another way I'd like you to try it."*
- *The teacher incorporates the school's upcoming championship game into an explanation of averages.*
- *The teacher says, "If we have to come back to this tomorrow, we will; it's really important that you understand it."*
- *And others...*

DOMAIN 4A: REFLECTING ON TEACHING

UNSATISFACTORY • LEVEL 1

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.

NEEDS IMPROVEMENT • LEVEL 2

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.

CRITICAL ATTRIBUTES

- The teacher considers the lesson but draws incorrect conclusions about its effectiveness.
- The teacher makes no suggestions for improvement.

- The teacher has a general sense of whether or not instructional practices were effective.
- The teacher offers general modifications for future instruction.

POSSIBLE EXAMPLES

- *Despite evidence to the contrary, the teacher says, "My students did great on that lesson!"*
- *The teacher says, "That was awful; I wish I knew what to do!"*
- *And others...*

- *At the end of the lesson, the teacher says, "I guess that went okay."*
- *The teacher says, "I guess I'll try ____ next time."*
- *And others...*

PROFICIENT • LEVEL 3

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.

EXCELLENT • LEVEL 4

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.

CRITICAL ATTRIBUTES

- The teacher accurately assesses the effectiveness of instructional activities used.
- The teacher identifies specific ways in which a lesson might be improved.

- The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.
- The teacher's suggestions for improvement draw on an extensive repertoire.

POSSIBLE EXAMPLES

- *The teacher says, "I wasn't pleased with the level of engagement of the students."*
- *The teacher's journal indicates several possible lesson improvements.*
- *And others...*

- *The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."*
- *In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson.*
- *And others...*

DOMAIN 4B: MAINTAINING ACCURATE RECORDS

UNSATISFACTORY • LEVEL 1

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.

NEEDS IMPROVEMENT • LEVEL 2

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 over-sight by the teacher, prone to errors.

CRITICAL ATTRIBUTES

- There is no system for either instructional or noninstructional records.
- Record-keeping systems are in disarray and provide incorrect or confusing information.

- The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.
- The teacher's process for tracking student progress is cumbersome to use.
- The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.

POSSIBLE EXAMPLES

- *A student says, "I'm sure I turned in that assignment, but the teacher lost it!"*
- *The teacher says, "I misplaced the writing samples for my class, but it doesn't matter - I know what the students would have scored."*
- *On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.*
- *And more...*

- *A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!"*
- *The teacher says, "I've got all these notes about how kids are doing; I should put them into the system, but I just don't have time."*
- *On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.

EXCELLENT • LEVEL 4

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.

CRITICAL ATTRIBUTES

- The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.
- The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.
- The teacher's process for recording noninstructional information is both efficient and effective.

- Students contribute to and maintain records indicating completed and outstanding work assignments.
- Students contribute to and maintain data files indicating their own progress in learning.
- Students contribute to maintaining noninstructional records for the class.

POSSIBLE EXAMPLES

- *On the class website, the teacher creates a link that students can access to check on any missing assignments.*
- *The teacher's gradebook records student progress toward learning goals.*
- *The teacher creates a spreadsheet for tracking which students have paid for their school pictures.*
- *And others...*

- *A student from each team maintains the database of current and missing assignments for the team.*
- *When asked about her progress in a class, a student proudly shows her portfolio of work and can explain how the documents indicate her progress toward learning goals.*
- *When they bring in their permission slips for a field trip, students add their own information to the database.*
- *And others...*

DOMAIN 4C: COMMUNICATING WITH FAMILIES

UNSATISFACTORY • LEVEL 1

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.

NEEDS IMPROVEMENT • LEVEL 2

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.

CRITICAL ATTRIBUTES

- Little or no information regarding the instructional program is available to parents.
- Families are unaware of their children's progress.
- Family engagement activities are lacking.
- There is some culturally inappropriate communication.

- School- and district-created materials about the instructional program are sent home.
- The teacher sends home infrequent or incomplete information about the instructional program.
- The teacher maintains a school-required gradebook but does little else to inform parents about student programs.
- Some of the teacher's communications are inappropriate to families' cultural norms.

POSSIBLE EXAMPLES

- *A parent says, "I'd like to know what my kid is working on at school."*
- *A parent says, "I wish I could know something about my child's progress before the report card comes out."*
- *A parent says, "I wonder why we never see any school-work come home."*
- *And others...*

- *A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class."*
- *A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine."*
- *The teacher sends home weekly quizzes for parent or guardian signature.*
- *And others...*

PROFICIENT • LEVEL 3

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.

EXCELLENT • LEVEL 4

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.

CRITICAL ATTRIBUTES

- The teacher regularly makes information about the instructional program available.
- The teacher regularly sends home information about student progress.
- The teacher develops activities designed to engage families successfully and appropriately in their children's learning.
- Most of the teacher's communications are appropriate to families' cultural norms.

- Students regularly develop materials to inform their families about the instructional program.
- Students maintain accurate records about their individual learning progress and frequently share this information with families.
- Students contribute to regular and ongoing projects designed to engage families in the learning process.
- All of the teacher's communications are highly sensitive to families' cultural norms.

POSSIBLE EXAMPLES

- *The teacher sends a weekly newsletter home to families that describe current class activities, community, and/or school projects, field trips, etc.*
- *The teacher creates a monthly progress report, which is sent home for each student.*
- *The teacher sends home a project that asks students to interview a family member about growing up during the 1950s.*
- *And others...*

- *Students create materials for Back-to-School Night that outline the approach for learning science.*
- *Each student's daily reflection log describes what she or he is learning, and the log goes home each week for review by a parent or guardian.*
- *Students design a project on charting their family's use of plastics.*
- *And others...*

DOMAIN 4D: COMMUNICATING WITH FAMILIES

UNSATISFACTORY • LEVEL 1

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.

NEEDS IMPROVEMENT • LEVEL 2

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.

CRITICAL ATTRIBUTES

- The teacher's relationships with colleagues are characterized by negatively or combativeness.
- The teacher purposefully avoids contributing to activities promoting professional inquiry.
- The teacher avoids involvement in school activities and district and community projects.

- The teacher has cordial relationships with colleagues.
- When invited, the teacher participates in activities related to professional inquiry.
- When asked, the teacher participates in school activities, as well as district and community projects.

POSSIBLE EXAMPLES

- *The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, he will look good.*
- *The teacher does not attend PLC meetings.*
- *The teacher does not attend any school functions after the dismissal bell.*
- *The teacher says, "I work from 8:30 to 3:30 and not a minute more. I won't serve on any district committee unless they get me a substitute to cover my class."*
- *And others...*

- *The teacher is polite but seldom shares any instructional materials with his grade partners.*
- *The teacher attends PLC meetings only when reminded by her supervisor.*
- *The principal says, "I wish I didn't have to ask the teacher to "volunteer" every time we need someone to chaperone the dance."*
- *The teacher contributes to the district literacy committee only when requested to do so by the principal.*
- *And others...*

PROFICIENT • LEVEL 3

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.

EXCELLENT • LEVEL 4

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.

CRITICAL ATTRIBUTES

- The teacher has supportive and collaborative relationships with colleagues.
- The teacher regularly participates in activities related to professional inquiry.
- The teacher frequently volunteers to participate in school events and school district and community projects.
- The teacher takes a leadership role in promoting activities related to professional inquiry.
- The teacher regularly contributes to and leads events that positively impact school life.
- The teacher regularly contributes to and leads significant district and community projects.

POSSIBLE EXAMPLES

- *The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings.*
- *The teacher has decided to take some free MIT courses online and to share his learning with colleagues.*
- *The basketball coach is usually willing to chaperone the ninth-grade dance because she knows all of her players will be there.*
- *The teacher enthusiastically represents the school during the district social studies review and brings his substantial knowledge of U.S. history to the course writing team.*
- *And others...*
- *The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching.*
- *The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.*
- *The teacher leads the annual "Olympics" day, thereby involving the entire student body and faculty in athletic events.*
- *The teacher leads the district wellness committee, and involves healthcare and nutrition specialists from the community.*
- *And others...*

DOMAIN 4E: GROWING AND DEVELOPING PROFESSIONALLY

UNSATISFACTORY • LEVEL 1

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.

NEEDS IMPROVEMENT • LEVEL 2

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.

CRITICAL ATTRIBUTES

- The teacher is not involved in any activity that might enhance knowledge or skill.
- The teacher purposefully resists discussing performance with supervisors or colleagues.
- The teacher ignores invitations to join professional organizations or attend conferences.

- The teacher participates in professional activities when they are required or provided by the district.
- The teacher reluctantly accepts feedback from supervisors and colleagues.
- The teacher contributes in a limited fashion to professional organizations.

POSSIBLE EXAMPLES

- *The teacher never takes continuing education courses even though the credits would increase his salary.*
- *The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will be able to simply discard the feedback form.*
- *Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on member's time.*
- *And others...*

- *The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received.*
- *The teacher listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply in his situation.*
- *The teacher joins the local chapter of the American Library Association because she might benefit from the free books - but otherwise doesn't feel it's worth much of her time.*
- *And others...*

PROFICIENT • LEVEL 3

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.

EXCELLENT • LEVEL 4

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.

CRITICAL ATTRIBUTES

- The teacher seeks regular opportunities for continued professional development.
- The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback.
- The teacher actively participates in organizations designed to contribute to the profession.

- The teacher seeks regular opportunities for continued professional development, including initiating action research.
- The teacher actively seeks feedback from supervisors and colleagues.
- The teacher takes an active leadership role in professional organizations in order to contribute to the profession.

POSSIBLE EXAMPLES

- *The teacher eagerly attends the district's optional summer workshops, knowing they provide a wealth of instructional strategies he'll be able to use during the school year.*
- *The teacher enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day.*
- *The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefit his students.*
- *And others...*

- *The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.*
- *The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.*
- *The teacher has founded a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.*
- *And others...*

DOMAIN 4F: SHOWING PROFESSIONALISM

UNSATISFACTORY • LEVEL 1

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.

NEEDS IMPROVEMENT • LEVEL 2

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.

CRITICAL ATTRIBUTES

- The teacher is dishonest.
- The teacher does not notice the needs of the students.
- The teacher engages in practices that are self-serving.
- The teacher willfully rejects district regulations.

- The teacher is honest.
- The teacher notices the needs of students but is inconsistent in addressing them.
- The teacher does not notice that some school practices result in poor conditions for students.
- The teacher makes decisions professionally but on a limited basis.
- The teacher complies with district regulations.

POSSIBLE EXAMPLES

- *The teacher makes some errors when marking the most recent common assessment but doesn't tell his colleagues.*
- *The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mothers can't afford daycare.*
- *The teacher fails to notice that one of his kindergartens is often ill, looks malnourished, and frequently has bruises on her arms and legs.*
- *When one of her colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that she won't have to share the coverage responsibilities.*
- *The teacher does not file his students' writing samples in their district cumulative folders; it is time-consuming, and he wants to leave early for summer break.*
- *And others...*

- *The teacher says, "I have always known my grade partner to be truthful. If she called in sick today, then I believe her."*
- *The teacher considers staying late to help some of her students in after-school daycare but then realizes it would conflict with her health club class and so decides against it.*
- *The teacher notices a student struggling in his class and send a quick email to the counselor. When he doesn't get a response, he assumes the problem has been taken care of.*
- *When the teacher's grade partner goes out on maternity leave, the teacher says "Hello" and "Welcome" to the substitute but does not offer any further assistance.*
- *The teacher keeps his district-required gradebook up to date but enters exactly the minimum number of assignments specified by his department chair.*
- *And others...*

PROFICIENT • LEVEL 3

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.

EXCELLENT • LEVEL 4

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.

CRITICAL ATTRIBUTES

- The teacher is honest and known for having high standards of integrity.
- The teacher actively addresses student needs.
- The teacher actively works to provide opportunities for student success.
- The teacher willingly participates in team and departmental decision making.
- The teacher complies completely with district regulations.

- The teacher is considered a leader in terms of honesty, integrity, and confidentiality.
- The teacher is highly proactive in serving students.
- The teacher makes a concerted effort to ensure opportunities are available for all students to be successful.
- The teacher takes a leadership role in team and departmental decision making.
- The teacher takes a leadership role regarding district regulations.

POSSIBLE EXAMPLES

- *The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.*
- *Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her students who cannot afford lessons.*
- *The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.*
- *The English department chair says, "I appreciate when ___ attends our after-school meetings; he always contributes something meaningful to the discussion."*
- *The teacher learns the district's new online curriculum mapping system and writes in all of her courses.*
- *And others...*

- *When a young teacher has trouble understanding directions from the principal, she immediately goes to a more seasoned teacher - who she knows can be relied on for expert advice and complete discretion.*
- *After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students, who have come to love the after-school sessions.*
- *The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students.*
- *The math department looks forward to their weekly meetings; their leader, the teacher, is always seeking new instructional strategies and resources for them to discuss.*
- *When the district adopts a new Web-based grading program, the teacher learns it inside and out so that she will be able to assist her colleagues with its implementation*
- *And others...*

DOMAIN 1 FOR LIBRARY/MEDIA SPECIALISTS: Planning and Preparation

1A. Demonstrating knowledge of literature and current trends in library/media practice and information technology.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.</i>	<i>Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.</i>	<i>Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.</i>	<i>Drawn on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.</i>

1B. Demonstrating knowledge of the school's program and student information needs within that program.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Library/media specialist demonstrates little or no knowledge of school's content standards and of students' needs for information skills within those standards.</i>	<i>Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.</i>	<i>Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.</i>	<i>Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.</i>

1C. Establishing goals for the library/media program appropriate to the setting and the students served.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.</i>	<i>Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.</i>	<i>Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.</i>	<i>Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.</i>

DOMAIN 1 - LIBRARY/MEDIA SPECIALISTS

1D. Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.</i>	<i>Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.</i>	<i>Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.</i>	<i>Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.</i>

1E. Planning the library/media program integrated with the overall school program.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.</i>	<i>Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them do not fit with the broader goals.</i>	<i>Library/media specialist's plan is well designed to support both teachers and students in their information needs.</i>	<i>Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.</i>

1F. Developing a plan to evaluate the library/media program.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.</i>	<i>Library/media specialist has a rudimentary plan to evaluate the library/media program.</i>	<i>Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.</i>	<i>Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.</i>

DOMAIN 2 FOR LIBRARY/MEDIA SPECIALISTS: The Environment

2A. Creating an environment of respect and rapport.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.</i>	<i>Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.</i>	<i>Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.</i>	<i>Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.</i>

2B. Establishing a culture for investigation and love of literature.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.</i>	<i>Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.</i>	<i>Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.</i>	<i>Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.</i>

2C. Establishing and maintaining library procedures.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Media center routines and procedures (for example for circulation of materials, working on computers, independent work) are either non-existent or inefficient, resulting in general confusion. Library assistants are confused as to their role.</i>	<i>Media center routines and procedures (for example for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.</i>	<i>Media center routines and procedures (for example for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.</i>	<i>Media center routines and procedures (for example for circulation of materials, working on computers, independent work) are seamless in their operation with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.</i>

2D. Managing student behavior.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is represented or disrespectful of student dignity.</i>	<i>It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.</i>	<i>Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.</i>	<i>Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</i>

2E. Organizing physical space to enable smooth flow.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.</i>	<i>Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.</i>	<i>Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.</i>	<i>Library/media specialist makes high effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.</i>

DOMAIN 3 FOR LIBRARY/MEDIA SPECIALISTS: Delivery of Service

3A. Maintaining and extending the library collection in accordance with the school's needs and within budget limitations.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.</i>	<i>Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.</i>	<i>Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated materials. Collection is balanced among different areas.</i>	<i>Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.</i>

3B. Collaborating with teachers in design of instructional units and lessons.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.</i>	<i>Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.</i>	<i>Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.</i>	<i>Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.</i>

3C. Engaging students in enjoying literature and in learning information skills.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.</i>	<i>Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.</i>	<i>Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.</i>	<i>Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.</i>

3D. Assisting students and teachers in the use of technology in the library/media center.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.</i>	<i>Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.</i>	<i>Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.</i>	<i>Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.</i>

3E. Demonstrating flexibility and responsiveness.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.</i>	<i>Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.</i>	<i>Library/media specialist makes revisions to the library/media program when they are needed.</i>	<i>Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.</i>

DOMAIN 4 FOR LIBRARY/MEDIA SPECIALISTS: Professional Responsibilities

4A. Reflecting on practice.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.</i>	<i>Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.</i>	<i>Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.</i>	<i>Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.</i>

4B. Preparing and submitting reports and budgets.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.</i>	<i>Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.</i>	<i>Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.</i>	<i>Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.</i>

4C. Communicating with the larger community.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.</i>	<i>Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.</i>	<i>Library/media specialist engages in outreach efforts to parents and the larger community.</i>	<i>Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefits.</i>

4D. Participating in a professional community.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.</i>	<i>Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.</i>	<i>Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.</i>	<i>Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.</i>

4E. Engaging in professional development.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.</i>	<i>Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.</i>	<i>Library/media specialist seeks out opportunities for professional development based on individual assessment of need.</i>	<i>Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.</i>

4F. Showing professionalism.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.</i>	<i>Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.</i>	<i>Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.</i>	<i>Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.</i>

DOMAIN 1 FOR SOCIAL WORKERS/SCHOOL COUNSELORS: Planning and Preparation

1A. Demonstrating knowledge of counseling theory and techniques.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Social worker/counselor demonstrates little understanding of counseling theory and techniques.</i>	<i>Social worker/counselor demonstrates basic understanding of counseling theory and techniques.</i>	<i>Social worker/counselor demonstrates understanding of counseling theory and techniques.</i>	<i>Social worker/counselor demonstrates deep and thorough understanding of counseling theory and techniques.</i>

1B. Demonstrating knowledge of child and adolescent development.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Social worker/counselor displays little or no knowledge of child and adolescent development.</i>	<i>Social worker/counselor displays partial knowledge of child and adolescent development.</i>	<i>Social worker/counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.</i>	<i>In addition to accurate knowledge of the typical developmental characteristics of the age group and expectations to the general patterns, social worker/counselor displays knowledge of the extent to which individual students follow the general patterns.</i>

1C. Establishing goals for the social worker/counseling program appropriate to the setting and students served.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Social worker/counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.</i>	<i>Social worker/counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.</i>	<i>Social worker/counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.</i>	<i>Social worker/counselor's goals for the program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.</i>

DOMAIN 1 - SOCIAL WORKERS/SCHOOL COUNSELORS

1D. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Social worker/counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.</i>	<i>Social worker/counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.</i>	<i>Social worker/counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.</i>	<i>Social worker/counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.</i>

1E. Planning the counseling program, integrated with the regular school program.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Social worker/counselor program consists of a random collection of unrelated activities, lacking coherence or an overall structure.</i>	<i>Social worker/counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them do not fit with the broader goals.</i>	<i>Social worker/counselor has developed a plan that includes the important aspects of counseling in the setting.</i>	<i>Social worker/counselor's plan is highly coherent and services to support not only the students individually and in groups, but also the broader educational program.</i>

1F. Developing a plan to evaluate the counseling program.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Social worker/counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.</i>	<i>Social worker/counselor has a rudimentary plan to evaluate the counseling program.</i>	<i>Social worker/counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.</i>	<i>Social worker/counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.</i>

DOMAIN 2 FOR SOCIAL WORKERS/SCHOOL COUNSELORS: The Environment

2A. Creating an environment of respect and rapport.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Social worker/counselor's interactions are negative or inappropriate, and the social worker/counselor does not promote positive interactions among students.</i>	<i>Social worker/counselor's interactions are a mix of positive and negative; the social worker/counselor's efforts at encouraging positive interactions among students are partially successful.</i>	<i>Social worker/counselor's interactions with students are positive and respectful, and the social worker/counselor actively promotes positive student-student interactions.</i>	<i>Students seeking out the social worker/counselor, reflecting a high degree of comfort and trust in the relationship. Social worker/counselor teaches students how to engage in positive interactions.</i>

2B. Establishing a culture for productive communication.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Social worker/counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.</i>	<i>Social worker/counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.</i>	<i>Social worker/counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.</i>	<i>The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.</i>

1C. Managing routines and procedures.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Social worker/counselor's routines for the counseling center or classroom work are nonexistent or in disarray.</i>	<i>Social worker/counselor has rudimentary and partially successful routines for the counseling center or classroom</i>	<i>Social worker/counselor's routines for the counseling center or classroom work effectively.</i>	<i>Social worker/counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.</i>

DOMAIN 2 - SOCIAL WORKERS/SCHOOL COUNSELORS

2D. Establishing standards of conduct and contributing to the culture for student behavior throughout the school.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Social worker/counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.</i>	<i>Social worker/counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Social worker/counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.</i>	<i>Social worker/counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.</i>	<i>Social worker/counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Social worker/counselor takes a leadership role in maintaining the environment of civility in the school.</i>

2E. Organizing physical space.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>The physical environment is in disarray or is inappropriate to the planned activities.</i>	<i>Social worker/counselor's attempts to create an inviting and well-organized physical environment are partially successful.</i>	<i>Social worker/counselor center or classroom arrangements are inviting and conducive to the planned activities.</i>	<i>Social worker/counselor center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.</i>

DOMAIN 3 FOR SOCIAL WORKERS/SCHOOL COUNSELORS: Delivery of Service

3A. Assessing student needs.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Social worker/counselor does not assess student needs, or the assessments result in inaccurate conclusions.</i>	<i>Social worker/counselor's assessments of student needs are perfunctory.</i>	<i>Social worker/counselor assesses student needs and knows the range of student needs in the school.</i>	<i>Social worker/counselor conducts detailed and individualized assessments of student needs to contribute to program planning.</i>

3B. Assisting students and teachers in the formulation of academic, personal/social, and career plans based on knowledge of student needs.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Social worker/counselor's program is independent of identified student needs.</i>	<i>Social worker/counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.</i>	<i>Social worker/counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.</i>	<i>Social worker/counselor helps individual students and teachers formulate academic, personal/social, and career plans.</i>

3C. Using counseling techniques in individual and classroom programs.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Social worker/counselor has few techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.</i>	<i>Social worker/counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.</i>	<i>Social worker/counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.</i>	<i>Social worker/counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.</i>

DOMAIN 3 - SOCIAL WORKERS/SCHOOL COUNSELORS

3D. Brokering resources to meet needs.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Social worker/counselor does not make connections with other programs in order to meet student needs.</i>	<i>Social worker/counselor's efforts to broker services with other programs in the school are partially successful.</i>	<i>Social worker/counselor brokers with other programs within the school or district to meet student needs.</i>	<i>Social worker/counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.</i>

3E. Demonstrating flexibility and responsiveness.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Social worker/counselor adheres to the plan or program, in spite of evidence of its inadequacy.</i>	<i>Social worker/counselor makes modest changes in the counseling program when confronted with evidence of the need for change.</i>	<i>Social worker/counselor makes revisions in the counseling program when they are needed.</i>	<i>Social worker/counselor is continually seeking ways to improve the counselling program and makes changes as needed in response to student, parent, or teacher input.</i>

DOMAIN 4 FOR SOCIAL WORKERS/SCHOOL COUNSELORS: Professional Responsibilities

4A. Reflecting on practice.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Social worker/counselor does not reflect on practice, or the reflections are inaccurate or self-serving.</i>	<i>Social worker/counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.</i>	<i>Social worker/counselor's reflections provides an accurate and objective description of practice, citing specific positive and negative characteristics. Social worker/counselor makes some specific suggestions as to how the counselling program might be improved.</i>	<i>Social worker/counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some of the students. Social worker/counselor draws on an extensive repertoire to suggest alternative strategies.</i>

4B. Maintaining records and submitting them in a timely fashion.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Social worker/counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.</i>	<i>Social worker/counselor's reports, records, and documentation are generally accurate but are occasionally late.</i>	<i>Social worker/counselor's report, records, and documentation are accurate and are submitted in a timely manner.</i>	<i>Social worker/counselor's approach to record-keeping is highly systematic and efficient and serves as a model for colleagues in other schools.</i>

4C. Communicating with families.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Social worker/counselor provides no information to families, either about the counseling program as a whole or about individual students.</i>	<i>Social worker/counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.</i>	<i>Social worker/counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.</i>	<i>Social worker/counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.</i>

DOMAIN 4 - SOCIAL WORKERS/SCHOOL COUNSELORS

4D. Participating in a professional community.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Social worker/counselor's relationships with colleagues are negative or self-serving, and social worker/counselor avoids being involved in school and district events and projects.</i>	<i>Social worker/counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.</i>	<i>Social worker/counselor participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.</i>	<i>Social worker/counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.</i>

4E. Engaging in professional development.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Social worker/counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.</i>	<i>Social worker/counselor's participation in professional development activities is limited to those that are convenient or are required.</i>	<i>Social worker/counselor seeks out opportunities for professional development based on an individual assessment of need.</i>	<i>Social worker/counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.</i>

4F. Showing professionalism.

UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<i>Social worker/counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.</i>	<i>Social worker/counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.</i>	<i>Social worker/counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.</i>	<i>Social worker/counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.</i>

FORM A-1: PAXTON-BUCKLEY-LODA CUSD NO. 10
TEACHER PRE-OBSERVATION CONFERENCE FORM

Excellence through Rigor, Relevance, and Relationships

TEACHER: _____

School: _____

Grade Level(s): _____

Subject(s): _____

Date of Observation: _____

Time of Observation: _____

Evaluator: _____

Date of Pre-Observation Conference: _____

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 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 (Delivery of Service)	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. Reflection on Teaching 4B. Maintaining Accurate Records 4C. Communicating with Families 4D. Participating in a Professional Community 4E. Growing and Developing Professionally 4F. Showing Professionalism

1). Briefly describe the students in this class, including those with special needs *(such as attention deficit disorder, learning disability, development impairment, giftedness, physical disability, emotional disability, visual impairment, hearing impairment, 504 Plan, etc.)* (Component 1B)

2). What are the goals for the lesson? What do you want the students to learn? (Component 1C)

- 3). How do these goals support the District's curriculum and Common Core State Standards? *(Components 1C, 1D, 1E)*

- 4). How do you plan to engage students in the content? What will you do? What will the students do? *(Components 1A, 1B, 1C)*

- 5). What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? *(Component 1A)*

- 6). What instructional materials or other resources, if any, will you use? *(Attach sample materials you will be using in this lesson.)*
(Component 1)

- 7). How do you plan to use the results of the assessment? *(Components 1F, 4A)*

FORM A-2: PAXTON-BUCKLEY-LODA CUSD NO. 10
LIBRARY MEDIA SPECIALIST PRE-OBSERVATION CONFERENCE FORM

Excellence through Rigor, Relevance, and Relationships

LIBRARY MEDIA SPECIALIST: _____

School: _____

Grade Level(s): _____

Subject(s): _____

Date of Observation: _____

Time of Observation: _____

Evaluator: _____

Date of Pre-Observation Conference: _____

Domain 1 Planning and Preparation	1A. Demonstrating knowledge of literature and current trends in library/media practice and information technology 1B. Demonstrating knowledge of the school's program and student informational needs within that program 1C. Establishing goals for the library/media program appropriate to the setting and students served 1D. Demonstrating knowledge of resources both within and beyond the school and district, and access to such resources as interlibrary loan 1E. Planing the library/media program, integrated with the overall school program 1F. Developing a plan to evaluate the library/media program
Domain 2 Classroom Environment	2A. Creating an environment of respect and rapport 2B. Establishing a culture for investigation and love of literature 2C. Establishing and maintaining library procedures 2D. Managing student behavior 2E. Ogranizing physical space to enable smooth flow
Domain 3 Instruction (Delivery of Service)	3A. Maintaining and extending the library collection in accordance with the school's needs and within budget limitations 3B. Collaborating with teachers in the design of instructional units and lessons 3C. Engaging students in enjoying literature and in learning information skills 3D. Assisting students and teachers in the use of technology in the library/media center 3E. Demonstrating flexibility and responsiveness
Domain 4 Professional Responsibilities	4A. Reflection on praction 4B. Preparing and submitng reports and budgets 4C. Communicating with the larger community 4D. Participating in a professional community 4E. Engaging in professional development 4F. Showing professionalism

1). How does the program and resources you employ support student learning and school improvement? *(Components 1B, 1D, 1E)*

2). List two (2) goals you have established designed to improve the quality of the services you deliver? *(Component 1C)*

FORM A-3: PAXTON-BUCKLEY-LODA CUSD NO. 10
SCHOOL COUNSELOR PRE-OBSERVATION CONFERENCE FORM

Excellence through Rigor, Relevance, and Relationships

SCHOOL COUNSELOR: _____

School: _____

Grade Level(s): _____

Subject(s): _____

Date of Observation: _____

Time of Observation: _____

Evaluator: _____

Date of Pre-Observation Conference: _____

Domain 1 Planning and Preparation	1A. Demonstrating knowledge of counseling technique and theory 1B. Demonstrating knowledge of child and adolescent development 1C. Establishing goals for the counseling program appropriate to the setting and students served 1D. Demonstrating knowledge of State and Federal regulations and of resources both within and beyond the school and District 1E. Planing the counseling program, integrated with the regular school program 1F. Developing a plan to evaluate the counseling program
Domain 2 Classroom Environment	2A. Creating an environment of respect and rapport 2B. Establishing a culture for productive communication 2C. Managing routines and procedures 2D. Establishing standards of conduct and contributing to the culture for student behavior throughout the school 2E. Organizing physical space
Domain 3 Instruction (Delivery of Service)	3A. Assessing student needs 3B. Assisting students and teachers in the formulation of academic, persona/social, and career plans based on knowledge of student needs 3C. Using counseling techniques in individual and classroom procedures 3D. Brokering resources to meet needs 3E. Demonstrating flexibility and responsiveness
Domain 4 Professional Responsibilities	4A. Reflection on practice 4B. Maintaining records and submitting them in a timely fashion 4C. Communicating with families 4D. Participating in a professional community 4E. Engaging in professional development 4F. Showing professionalism

1). How does the program and resources you employ support student learning and school improvement? *(Components 1B, 1E, 1D)*

2). List two (2) goals you have established designed to improve the quality of the services you deliver? *(Component 1C)*

3). How have you established clear procedures for teachers to gain access to instructional support? *(Components 1E, 2B)*

4). What professional development activities do you or have you taken advantage of that are specific to your program? *(Component 4E)*

FORM B-1: PAXTON-BUCKLEY-LODA CUSD NO. 10
TEACHER POST-OBSERVATION CONFERENCE FORM

Excellence through Rigor, Relevance, and Relationships

TEACHER:

School: _____

Grade Level(s): _____

Subject(s): _____

Date of Observation: _____

Time of Observation: _____

Evaluator: _____

Date of Pre-Observation Conference: _____

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 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 (Delivery of Service)	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. Reflection on Teaching
	4B. Maintaining Accurate Records
	4C. Communicating with Families
	4D. Participating in a Professional Community
	4E. Growing and Developing Professionally
	4F. Showing Professionalism

1). As I reflect on the lesson, to what extent were students productively engaged? (Components 4A, 1E, 3C)

2). Did the students learn what I intended? Were my instructional goals met? How do I know? (Components 1F, 4A, 3D)

FORM B-2: PAXTON-BUCKLEY-LODA CUSD NO. 10
LIBRARY MEDIA SPECIALIST POST-OBSERVATION CONFERENCE FORM

Excellence through Rigor, Relevance, and Relationships

LIBRARY MEDIA SPECIALIST: _____

School: _____

Grade Level(s): _____

Subject(s): _____

Date of Observation: _____

Time of Observation: _____

Evaluator: _____

Date of Post-Observation Conference: _____

Domain 1 Planning and Preparation	1A. Demonstrating knowledge of literature and current trends in library/media practice and information technology 1B. Demonstrating knowledge of the school's program and student informational needs within that program 1C. Establishing goals for the library/media program appropriate to the setting and students served 1D. Demonstrating knowledge of resources both within and beyond the school and district, and access to such resources as interlibrary loan 1E. Planing the library/media program, integrated with the overall school program 1F. Developing a plan to evaluate the library/media program
Domain 2 Classroom Environment	2A. Creating an environment of respect and rapport 2B. Establishing a culture for investigation and love of literature 2C. Establishing and maintaining library procedures 2D. Managing student behavior 2E. Ogranizing physical space to enable smooth flow
Domain 3 Instruction (Delivery of Service)	3A. Maintaining and extending the library collection in accordance with the school's needs and within budget limitations 3B. Collaborating with teachers in the design of instructional units and lessons 3C. Engaging students in enjoying literature and in learning information skills 3D. Assisting students and teachers in the use of technology in the library/media center 3E. Demonstrating flexibility and responsiveness
Domain 4 Professional Responsibilities	4A. Reflection on praction 4B. Preparing and submitng reports and budgets 4C. Communicating with the larger community 4D. Participating in a professional community 4E. Engaging in professional development 4F. Showing professionalism

1). As you reflect on your program, to what extent were students productively engaged? *(Components 4A 3C)*

2). Did the students learn what you intended? Were your program goals met? How do you know? *(Components 1F, 4A, 1B)*

3). Did you alter your goals throughout the year? If so, why? *(Components 4A, 3E)*

4). If you had the opportunity to recreate an aspect of your program again to the same student and/or group of students, what would you do differently? Why? *(Components 4A, 1B)*

FORM B-3: PAXTON-BUCKLEY-LODA CUSD NO. 10
SCHOOL COUNSELOR PRE-OBSERVATION CONFERENCE FORM

Excellence through Rigor, Relevance, and Relationships

SCHOOL COUNSELOR: _____

School: _____

Grade Level(s): _____

Subject(s): _____

Date of Observation: _____

Time of Observation: _____

Evaluator: _____

Date of Post-Observation Conference: _____

Domain 1 Planning and Preparation	1A. Demonstrating knowledge of counseling technique and theory 1B. Demonstrating knowledge of child and adolescent development 1C. Establishing goals for the counseling program appropriate to the setting and students served 1D. Demonstrating knowledge of State and Federal regulations and of resources both within and beyond the school and District 1E. Planing the counseling program, integrated with the regular school program 1F. Developing a plan to evaluate the counseling program
Domain 2 Classroom Environment	2A. Creating an environment of respect and rapport 2B. Establishing a culture for productive communication 2C. Managing routines and procedures 2D. Establishing standards of conduct and contributing to the culture for student behavior throughout the school 2E. Organizing physical space
Domain 3 Instruction (Delivery of Service)	3A. Assessing student needs 3B. Assisting students and teachers in the formulation of academic, persona/social, and career plans based on knowledge of student needs 3C. Using counseling techniques in individual and classroom procedures 3D. Brokering resources to meet needs 3E. Demonstrating flexibility and responsiveness
Domain 4 Professional Responsibilities	4A. Reflection on practice 4B. Maintaining records and submitting them in a timely fashion 4C. Communicating with families 4D. Participating in a professional community 4E. Engaging in professional development 4F. Showing professionalism

1). As you reflect on your program, to what extent were students productively engaged? *(Components 4A 3C)*

2). Did the students learn what you intended? Were your program goals met? How do you know? *(Components 1F, 4A, 1B)*

3). Did you alter your goals throughout the year? If so, why? *(Components 4A, 3E)*

4). If you had the opportunity to recreate an aspect of your program again to the same student and/or group of students, what would you do differently? Why? *(Components 4A, 1B)*

FORM C-1: PAXTON-BUCKLEY-LODA CUSD NO. 10
TEACHER PERFORMANCE EVALUATION RATING (SUMMATIVE) FORM

TEACHER:

School / Position: _____
 Current Tenure Status: _____
 Formal Observation Dates: _____
 Informal Observation Dates: _____
 Performance Eval. Rating Issue Date: _____
 Performance Eval. Conference Date: _____
 Evaluator: _____

ATTENDANCE:

Three (3) year history reflecting sick/personal days used.

School Yr. 1: _____ School Yr. 3: _____
 Days Used: _____ Days Used: _____
 School Yr. 2: _____
 Days Used: _____

EXCELLENT	• Fourteen (14) or more components are "Excellent" with the rest "Proficient".
PROFICIENT	• No more than four (4) components rated "Needs Improvement" with no more than two (2) "Needs Improvement" in any one (1) Domain: The remaining components must be rated "Proficient" or higher.
NEEDS IMPROVEMENT	• Five (5) or more components rate "Needs Improvement", OR • Three (3) or more components rated "Needs Improvement" in any one (1) Domain, OR • One (1) component rated "Unsatisfactory".
UNSATISFACTORY	• Two (2) or more components rated "Unsatisfactory", OR • Two (2) consecutive performance evaluation ratings of "Needs Improvement"

		E	P	NI	U
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 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 (Delivery of Service)	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. Reflection on Teaching				
	4B. Maintaining Accurate Records				
	4C. Communicating with Families				
	4D. Participating in a Professional Community				
	4E. Growing and Developing Professionally				
	4F. Showing Professionalism				

SUMMATIVE RATING: _____

We have conducted a performance evaluation regarding the Danielson Framework for Teaching. The Teacher has the right to attach written comments for inclusion in his/her personnel file. This overall rating is based on the Danielson Framework for Teaching.

 Teacher / Date (Signature indicates only that the Teacher received the Evaluation.)

 Evaluator / Date

FORM C-2: PAXTON-BUCKLEY-LODA CUSD NO. 10

LIBRARY MEDIA SPECIALIST PERFORMANCE EVALUATION RATING (SUMMATIVE) FORM

LIBRARY MEDIA SPECIALIST:

School / Position: _____
 Current Tenure Status: _____
 Formal Observation Dates: _____
 Informal Observation Dates: _____
 Performance Eval. Rating Issue Date: _____
 Performance Eval. Conference Date: _____
 Evaluator: _____

ATTENDANCE:

Three (3) year history reflecting sick/personal days used.

School Yr. 1: _____ School Yr. 3: _____
 Days Used: _____ Days Used: _____
 School Yr. 2: _____
 Days Used: _____

EXCELLENT	<ul style="list-style-type: none"> Fourteen (14) or more components are "Excellent" with the rest "Proficient". Component 3C must be rated "Excellent".
PROFICIENT	<ul style="list-style-type: none"> No more than four (4) components rated "Needs Improvement" with no more than two (2) "Needs Improvement" in any one (1) Domain; The remaining components must be rated "Proficient" or higher.
NEEDS IMPROVEMENT	<ul style="list-style-type: none"> Five (5) or more components rate "Needs Improvement"; OR Three (3) or more components rated "Needs Improvement" in any one (1) Domain; OR One (1) component rated "Unsatisfactory".
UNSATISFACTORY	<ul style="list-style-type: none"> Two (2) or more components rated "Unsatisfactory"; OR Two (2) consecutive performance evaluation ratings of "Needs Improvement"

		E	P	NI	U
Domain 1 Planning and Preparation	1A. Demonstrating knowledge of literature and current trends in library/media practice and information technology.				
	1B. Demonstrating knowledge of the school's program and student information needs within that program.				
	1C. Establishing goals for the library/media program appropriate to the setting and the students served.				
	1D. Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan.				
	1E. Planning the library/media program integrated with the overall school program. This includes schedules for individual classes to visit the library and events such as book fairs, work in classrooms, and time for locating resources.				
	1F. Developing a plan to evaluate the library/media program.				
Domain 2 Classroom Environment	2A. Creating an environment of respect and rapport.				
	2B. Establishing a culture for investigation and love of literature				
	2C. Establishing and maintaining library procedures. This includes supervising library assistants.				
	2D. Managing student behavior.				
	2E. Organizing physical space to enable smooth flow. This includes clear signage, adequate space for different activities, and attractive displays.				
Domain 3 Instruction (Delivery of Service)	3A. Maintaining and extending the library collection in accordance with the school's needs and within budget limitations.				
	3B. Collaborating with teachers in the design of instructional units and lessons.				
	3C. Engaging students in enjoying literature and in learning information skills.				
	3D. Assisting students and teachers in the use of technology in the library/media center.				
	3E. Demonstrating flexibility and responsiveness.				
Domain 4 Professional Responsibilities	4A. Reflecting on practice.				
	4B. Preparing and submitting reports and budgets.				
	4C. Communicating with the larger community.				
	4D. Participating in a professional community.				
	4E. Engaging in professional development.				
	4F. Showing professionalism. This includes integrity, advocacy, maintaining confidentiality, and observing copyright laws.				

SUMMATIVE RATING: _____

We have conducted a performance evaluation regarding the Danielson Framework for Teaching. The Teacher has the right to attach written comments for inclusion in his/her personnel file. This overall rating is based on the Danielson Framework for Teaching.

 Teacher / Date *(Signature indicates only that the Teacher received the Evaluation.)*

 Evaluator / Date

FORM C-3: PAXTON-BUCKLEY-LODA CUSD NO. 10
SCHOOL COUNSELOR PERFORMANCE EVALUATION RATING (SUMMATIVE) FORM

SCHOOL COUNSELOR:

School / Position: _____
 Current Tenure Status: _____
 Formal Observation Dates: _____
 Informal Observation Dates: _____
 Performance Eval. Rating Issue Date: _____
 Performance Eval. Conference Date: _____
 Evaluator: _____

ATTENDANCE:

Three (3) year history reflecting sick/personal days used.

School Yr. 1: _____ School Yr. 3: _____
 Days Used: _____ Days Used: _____
 School Yr. 2: _____
 Days Used: _____

EXCELLENT	<ul style="list-style-type: none"> • Fourteen (14) or more components are "Excellent" with the rest "Proficient". • Component 3C must be rated "Excellent".
PROFICIENT	<ul style="list-style-type: none"> • No more than four (4) components rated "Needs Improvement" with no more than two (2) "Needs Improvement" in any one (1) Domain; The remaining components must be rated "Proficient" or higher.
NEEDS IMPROVEMENT	<ul style="list-style-type: none"> • Five (5) or more components rate "Needs Improvement"; OR • Three (3) or more components rated "Needs Improvement" in any one (1) Domain, OR • One (1) component rated "Unsatisfactory".
UNSATISFACTORY	<ul style="list-style-type: none"> • Two (2) or more components rated "Unsatisfactory", OR • Two (2) consecutive performance evaluation ratings of "Needs Improvement"

		E	P	NI	U
Domain 1 Planning and Preparation	1A. Demonstrating knowledge of counseling therapy and techniques.				
	1B. Demonstrating knowledge of child and adolescent development.				
	1C. Establishing goals for the counseling program appropriate to the setting and the students served.				
	1D. Demonstrating knowledge of State and Federal regulations and of resources both within and beyond the school and district.				
	1E. Planning the counseling program, integrated with the regular school program, and including developmental guidance, intervention, and responsive services. This involves individual and small-group sessions, in-class activities, and includes crisis prevention, intervention, and response.				
	1F. Developing a plan to evaluate the counseling program.				
Domain 2 Classroom Environment	2A. Creating an environment of respect and rapport.				
	2B. Establishing a culture for productive communication.				
	2C. Managing routines and procedures.				
	2D. Establishing standards of conduct and contributing to the culture for student behavior throughout the school.				
	2E. Organizing physical space.				
Domain 3 Instruction (Delivery of Service)	3A. Assessing student needs.				
	3B. Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs.				
	3C. Using counseling techniques in individual and classroom programs.				
	3D. Brokering resources to meet needs.				
Domain 4 Professional Responsibilities	3E. Demonstrating flexibility and responsiveness.				
	4A. Reflecting on practice.				
	4B. Maintaining records and submitting them in a timely fashion.				
	4C. Communicating with families.				
	4D. Participating in a professional community.				
	4F. Showing professionalism. This includes integrity, advocacy, and maintaining confidentiality.				

SUMMATIVE RATING: _____

We have conducted a performance evaluation regarding the Danielson Framework for Teaching. The Teacher has the right to attach written comments for inclusion in his/her personnel file. This overall rating is based on the Danielson Framework for Teaching.

 Teacher / Date *(Signature indicates only that the Teacher received the Evaluation.)*

 Evaluator / Date