Independent School District No. 51

FOLEY PUBLIC SCHOOLS

"Helping Students Succeed Every Step of the Way"

Darrin Strosahl, Superintendent

PROFESSIONAL

GROWTH, REFLECTION

&

EVALUATION

PLAN

Revised 2013

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Statement of Philosophy

Recognizing that excellence in education is dependent upon professional teaching performance, Foley Public Schools supports an ongoing program of professional growth, reflection and evaluation. To this end, the administration and staff of Foley Public Schools are directed to implement and maintain a systematic program of teacher growth, reflection and evaluation.

Assumptions of the Foley Public Schools Teacher Professional Growth, Reflection, and Evaluation Plan:

1. All employees of Foley Public Schools are committed to on-going professional growth and proficiency.
2. Professional development is supported through effective performance evaluation.
3. **Non-tenured teachers** who are in the process of achieving continuing contract status in the Foley Public Schools will demonstrate a level of performance at or above the level of proficiency, or have clearly demonstrated progress towards proficiency as defined by the ISD #51 Standards of Performance in order to achieve continuing contract status.
4. Teachers who are in the **Continuing Contract Track** of the Foley Public Schools Teacher Professional Growth and Evaluation Plan will perform at or above the level of proficiency as defined by the ISD #51 Standards of Performance.
5. Teachers who are in the Continuing Contract Track of the Foley Public Schools Teacher Professional Growth and Evaluation Plan who are not performing at or above the level of proficiency as defined by the ISD #51 Standards of Performance will be placed in the **Teacher Assistance Track**.

Purposes of the Foley Public Schools Teacher Professional Growth, Reflection and Evaluation Plan:

1. To improve the quality of learning experiences for students.
2. To facilitate communications and cooperation between staff and administrators.
3. To provide specific assistance and feedback for staff to promote professional growth.
4. To provide a continuous written record of professional staff performance and service as an acknowledgment of effective job performance.
5. To aid the teacher in gaining insights as to strengths and weaknesses and to provide a vehicle for continued improvement in job performance.
6. To provide a basis for the principal/supervisor to recommend continuing contract status or as a basis for placement on the Teacher Assistance Track.

Our belief is that professional growth is an on-going process not limited to the third year observation. Continuing dialogue with your principal and colleagues through activities such as peer coaching, peer reviews, and PLCs and all contribute to the professional learning community that supports you in this process. The ultimate responsibility for the success of your professional growth plan, however, depends on you.

Teacher Professional Reflection, Growth and Evaluation Plan

Year	Activity	Support Material for Discussion
1	Professional Growth Plan – SMART goal(s) Student Achievement Evaluation/ Peer review Fall – Set or continue goal(s) Spring – Review goal(s)	*Indicators of Progress (Artifacts) *3 column rubric (ISD#51 Standards of Performance)
2	Professional Growth Plan – SMART goal(s) Student Achievement Evaluation/ Peer review Fall – Set or continue goal(s) Spring – Review goal(s)	*Indicators of Progress (Artifacts) *3 column rubric (ISD#51 Standards of Performance)

3	Professional Growth Plan – SMART goal(s)
	
	Student Achievement Evaluation
	
	Fall – Set or continue goal(s)
	
	Spring – Review goal(s)
	
	Observation by an Administrator including
	   Pre-conference, Observation, Post conference
		*Indicators of Progress (Artifacts)
		*3 column rubric
		  (ISD#51 Standards of Performance)
		
		*2 column rubric –
		  (ISD#51 Standards of Performance)

· ISD#51 Standards of Performance are based on the Charlotte Danielson's book: <u>Enhancing Professional Practice: The Framework for Teaching</u> and the 2013 Framework.

Growth Plan

ISD #51 Standards of Performance and Elements

Domain 1: Planning and Preparation
1a. Demonstrating knowledge of Content and Pedagogy
1. Knowledge of Content and the structure of the discipline
2. Knowledge of Prerequisite Relationships
3. Knowledge of Content-Related Pedagogy
1b: Demonstrating Knowledge of Students
4. Knowledge of Child and Adolescent Development
5. Knowledge of the learning process
6. Knowledge of Students' Skills, Knowledge, and Language Proficiency
7. Knowledge of Students' Interests and Cultural Heritage
1c: Selecting Instructional Goals
8. Value, Sequence, and Alignment
9. Clarity
10. Balance
11. Suitability for Diverse Students
1d: Demonstrating Knowledge of Resources
12. Resources for Classroom Use
13. Resources to Extend Content Knowledge and Pedagogy
14. Resources for Students
1e: Designing Coherent Instruction
15. Learning Activities
16. Instructional Materials and Resources
17. Instructional Groups
18. Lesson and Unit Structure
1f: Designing Student Assessments
19. Congruence with Instructional Outcomes
20. Criteria and Standards
21. Design of Formative Assessments
22. Use for Planning

Domain 2: The Classroom Environment
2a: Creating an Environment of Respect and Rapport
23. Teacher Interaction with Students, Including Both Words and Actions
24. Student Interactions with Other Students, Including Both Words and Actions
2b: Establishing a Culture for Learning
25. Importance of the Content and of Learning
26. Expectations for Learning and Achievement
27. Student Pride in Work
2c: Managing Classroom Procedures
28. Management of Instructional Groups
29. Management of Transitions
30. Management of Materials and Supplies
31. Performance of Classroom Routines
2d: Managing Student Behavior
32. Expectations
33. Monitoring of Student Behavior
34. Response to Student Misbehavior
2e: Organizing Physical Space
35. Safety and Accessibility
36. Arrangement of Furniture and Use of Physical Resources

Domain 3: Instruction
3a. Communicating with students
37. Expectations for Learning
38. Directions for Activities
39. Explanations of Content
40. Use of Oral and Written Language
3b. Using Questioning and Discussion Techniques
41. Quality of Questions/Prompts
42. Discussion Techniques
43. Student Participation
3c. Engaging Students in Learning
44. Activities and Assignments
45. Grouping of Students
46. Instructional Materials and Resources
47. Structure and Pacing
3d. Using Assessment in Instruction
48. Assessment Criteria
49. Monitoring of Student Learning
50. Feedback to Students
51. Student Self-Assessment and Monitoring of Progress
3e. Demonstrating Flexibility and Responsiveness
52. Lesson Adjustment
53. Response to Students
54. Persistence

Domain 4: Professional Responsibilities
4a. Reflecting on Teaching
55. Accuracy
56. Use in Future Teaching
4b. Maintaining Accurate Records
57. Student Completion of Assignments
58. Student Progress in Learning
59. Non-Instructional Records
4c. Communicating with Families
60. Information about the Instructional Program
61. Information about Individual Students
62. Engagement of Families in the Instructional Program
4d. Participating in the Professional Community
63. Relationships with Colleagues
64. Involvement in a Culture of Professional Inquiry
65. Service to School
66. Participation in School and District Projects
4e. Growing and Developing Professionally
67. Enhancement of Content Knowledge and Pedagogical Skill
68. Receptivity to Feedback From Colleagues
69. Service to the Profession
4f. Showing Professionalism
70. Integrity and Ethical Conduct
71. Service to Students
72. Advocacy
73. Decision Making
74. Compliance with School and District Regulations
Domain 5: Student Engagement
5a. Individual Attention
75. Students seek other resources
76. Students ask relevant questions
5b. Clarity of Learning
77. Students can articulate the learning target for lessons
78. Students actively work
5c. Meaningfulness of Work
79. Students find the work relevant
80. Students are enthusiastic/interested
5d. Rigorous Thinking
81. Students are developing solutions
82. Students are applying their knowledge
5e. Performance Orientation
83. Students are persistent in learning
84. Students are motivated to learn

ISD #51 Standards of Professional Growth

DOMAIN 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Element 1: Knowledge of content and the structure of the discipline
Element 2: Knowledge of prerequisite relationships
Element 3: Knowledge of content-related pedagogy

1a. Distinguished
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 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**
> - In 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…

1a. Proficient
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.

> **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.
>
> **Possible Examples**
> - The teacher's plan for the 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…

1a. Unsatisfactory
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.

> **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.
>
> **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…

Component: 1b Demonstrating Knowledge of Students

Element 1: Knowledge of child and adolescent development
Element 2: Knowledge of the learning process
Element 3: Knowledge of students' skills, knowledge, and language proficiency
Element 4: Knowledge of students' interests and cultural heritage
Element 5: Knowledge of students' special needs

1b. Distinguished

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 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 plans his lesson 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 adapted assessment materials for several students with learning disabilities.
- And others…

1b. Proficient

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.

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.

Possible Examples
- The teacher creates an assessment of students' levels of cognitive development.
- The teacher examines previous years' 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…

1b. Unsatisfactory

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.

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.

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…

Component: 1c Setting Instructional Outcomes

Element 1: Value, sequence, and alignment
Element 2: Clarity
Element 3: Balance
Element 4: Suitability for diverse students

1c. Distinguished
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
- 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
- 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…

1c. Proficient
Most outcomes represent rigorous and important learning in the discipline and are clear, well 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.

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.

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…

1c. Unsatisfactory
The outcomes represent low expectations for students and lack of rigor, and not all 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.

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.

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…

Component: 1d Demonstrating Knowledge of Resources

Element 1: Resources for classroom use
Element 2: Resources to extend content knowledge and pedagogy
Element 3: Resources for students

1d. Distinguished
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 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 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…

1d. Proficient
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.

Critical Attributes
- Texts are at varied levels.
- Texts are supplemented by guest speakers and field experiences.
- 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.

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…

1d. Unsatisfactory
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.

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 doesn't 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…

Component: 1e Designing Coherent Instruction

Element 1: Learning activities
Element 2: Instructional materials and resources
Element 3: Instructional groups
Element 4: Lesson and unit structure

1e. Distinguished
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
- ▪ 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'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…

1e. Proficient
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.

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' strengths.
- ▪ The plan for the lesson or unit is well structured, with reasonable time allocations.

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…

1e. Unsatisfactory

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.

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.

Possible Examples
- After his 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 communism.
- The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four 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…

Component: 1f Designing Student Assessments

Element 1: Congruence with instructional outcomes
Element 2: Criteria and standards
Element 3: Design of formative assessments
Element 4: Use for planning

1f. Distinguished

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
- 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
- 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 less 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 workshop time.
- And others…

1f. Proficient

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.

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.

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 concept.
- And others…

1f. Unsatisfactory

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.

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

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…

DOMAIN 2: The Classroom Environment

Component: 2a Creating an Environment of Respect and Rapport

Element 1: Teacher interactions with students, including both words and actions
Element 2: Student interactions with other students, including both words and actions

2a. Distinguished

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
- 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 inquires about a student's soccer game last weekend (or extracurricular 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 or 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…

2a. Proficient

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 exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about 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.

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 insults stop.
- And others…

2a. Unsatisfactory

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.

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

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.
- And others…

Component: 2b Establishing a Culture for Learning

Element 1: Importance of the content and of learning
Element 2: Expectations for learning and achievement
Element 3: Student pride in work

2b. Distinguished

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 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, "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 the 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…

2b. Proficient

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.

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.

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…

2b. Unsatisfactory
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.

Critical Attributes
- ▪ The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.
- ▪ The teacher conveys to at least some of the 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.

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…

Component: 2c Managing Classroom Procedures

Element 1: Managing of instructional groups
Element 2: Management of transitions
Element 3: Management of materials and supplies
Element 4: Performance of classroom routines

2c. Distinguished
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
- ▪ 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
- • 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.
- • Students propose an improved attention signal.
- • Students independently check themselves into class on the attendance board.
- • And others…

2c. Proficient

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.

> **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.
>
> **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.
> - Cleanup at the end of a lesson is fast and efficient.
> - And others…

2c. Unsatisfactory

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.

> **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.
>
> **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 students are not working on anything.
> - And others…

Component: 2d Managing Student Behavior

Element 1: Expectations
Element 2: Monitoring of student behavior
Element 3: Response to student misbehavior

2d. Distinguished

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**
> - 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**
> - 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…

2d. Proficient
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.

        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.

        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…

2d. Unsatisfactory
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.

        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.

        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…

Component: 2e Organizing Physical Space

Element 1: Safety and accessibility
Element 2: Arrangement of furniture and use of physical resources

2e. Distinguished
The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

        Critical Attributes
- 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
- 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…

2e. Proficient
The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.

        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 goals and learning activities.
- The teacher makes appropriate use of available technology.

        Possible Examples
- There are established guidelines concerning where backpacks are left during class to keep pathways clear; students comply.

- Desks are moved together so that students can work in small groups, or desks are moved into a circle for classroom discussion.
- The use of an Internet connection extends the lesson.
- And others…

2e. Unsatisfactory

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.

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.

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…

DOMAIN 3: Communicating with Students

Component: 3a Demonstrating Knowledge of Content and Pedagogy

Element 1: Expectations for learning
Element 2: Directions for activities
Element 3: Explanations of content
Element 4: Use of oral and written language

3a. Distinguished

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
- 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, "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 classmates.
- 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 this 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 in 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…

3a. Proficient

The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.

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 context of what they are 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.

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…

3a. Unsatisfactory

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.

Critical Attributes
- At no time during the lesson does the teacher convey to students what 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 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.

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…

Component: 3b Demonstrating Knowledge of Content and Pedagogy

Element 1: Quality of questions/prompts
Element 2: Discussion techniques
Element 3: Student participation

3b. Distinguished

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
- 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 during a discussion and challenge on another's thinking.
- Virtually all students are engaged in the discussion.

Possible Examples
- 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…

3b. Proficient

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.

Critical Attributes
- The teacher uses open-ended questions, inviting students to think 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.

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 neighbor.
- And others…

3b. Unsatisfactory

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.

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…

Component: 3c Engaging Students in Learning

Element 1: Activities and assignments
Element 2: Grouping of students
Element 3: Instructional materials and resources
Element 4: Structure and pacing

3c. Distinguished
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
- 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.
- Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

      Possible Examples
- Students 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…

3c. Proficient
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.

      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.

      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 reasoning.
- 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…

3c. Unsatisfactory
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.

      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.

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 form 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…

Component: 3d Using Assessment in Instruction

Element 1: Assessment criteria
Element 2: Monitoring of student learning
Element 3: Feedback to students
Element 4: Student self-assessment and monitoring progress

3d. Distinguished
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
- 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 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…

3d. Proficient
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.

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.

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…

3d. Unsatisfactory
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.

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.

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…

Component: 3e Demonstrating Flexibility and Responsiveness

Element 1: Lesson adjustment
Element 2: Response to students
Element 3: Persistence

3e. Distinguished

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 seizes on a teachable moment to enhance a 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 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…

3e. Proficient

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.

Critical Attributes
- The teacher incorporates students' interests 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 reach students having difficulty.
- When improvising becomes necessary, the teacher makes adjustments to the lesson.

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…

3e. Unsatisfactory

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.

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 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…

DOMAIN 4: Professional Responsibilities

Component: 4a Reflecting on Teaching

Element 1: Accuracy
Element 2: Use in future teaching

4a. Distinguished
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'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 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…

4a. Proficient
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.
> **Critical Attributes**
> - The teacher accurately assesses the effectiveness of instructional activities used.
> - The teacher identifies specific ways in which a lesson might be improved.

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…

4a. Unsatisfactory
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.
> **Critical Attributes**
> - The teacher considers the lesson but draws incorrect conclusions about its effectiveness.
> - The teacher makes no suggestions for improvement.

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…

Component: 4b Maintaining Accurate Records

Element 1: Student completion of assignments
Element 2: Student progress in learning
Element 3: Noninstructional records

4b. Distinguished
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**
> > - 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**
> > - 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…

4b. Proficient
The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.
> **Critical Attributes**
> > - The teacher's progress 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.
>
> **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…

4b. Unsatisfactory
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 noninstructional activities are in disarray, the result being errors and confusion.
> **Critical Attributes**
> > - There is no system for either instructional or noninstructional records.
> > - Record-keeping systems are in disarray and provide incorrect or confusing information.
>
> **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 others…

Component: 4c Communicating with Families

Element 1: Information about the instructional program
Element 2: Information about individual students
Element 3: Engagement of families in the instructional program

4c. Distinguished
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**
> > - 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
- 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…

4c. Proficient
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.

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.

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 in the 1950s.
- And others…

4c. Unsatisfactory
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.

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 come culturally inappropriate communication.

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 schoolwork come home."
- And others…

Component: 4d Participating in the Professional Community

Element 1: Relationships with colleagues
Element 2: Involvement in a culture of professional inquiry
Element 3: Service to the school
Element 4: Participation in school and district projects

4d. Distinguished
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 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 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…

4d. Proficient

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.

      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.

      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…

4d. Unsatisfactory

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.

      Critical Attributes
- The teacher's relationships with colleagues are characterized by negativity or combativeness.
- The teacher purposefully avoids contributing to activities promoting professional inquiry.
- The teacher avoids involvement in school activities and 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…

Component: 4e Growing and Developing Professionally

Element 1: Enhancement of content knowledge and pedagogical skill
Element 2: Receptivity to feedback from colleagues
Element 3: Service to the profession

4e. Distinguished

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, 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'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…

4e. Proficient

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.

Critical Attributes
- The teacher seeks regular opportunities for continued professional development.
- The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.
- The teacher actively participates in organizations designed 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…
-

4e. Unsatisfactory

The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance form either supervisors or more experience colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.

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.

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 members' time.
- And others…

Component: 4f Showing Professionalism

Element 1: Integrity and ethical conduct
Element 2: Service to students
Element 3: Advocacy
Element 4: Decision making
Element 5: Compliance with school and district regulations

4f. Distinguished

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 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
- 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…

4f. Proficient

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.

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.

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…

4f. Unsatisfactory

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.

Critical Attributes
- The teacher is dishonest.
- The teacher does not notice the needs of students.
- The teacher engages in practices that are self-serving.
- The teacher willfully rejects 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 kindergartners 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 in 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…

DOMAIN 5: Student Engagement

Component: 5a Individual Attention

Element 1: Students are seeking help from other resources, i.e., teachers, peers, on-line
Element 2: Students are asking relevant questions

5a Distinguished
Critical Attributes
- Students are utilizing available resources.
- Students are initiating discussion based on the lesson content.

5a Proficient
    Critical Attributes
- Students are being encouraged to use available resources.
- Students are responding to questions.

5a. Unsatisfactory
    Critical Attributes
- Students are not using available resources.
- No discussion is present.

Component: 5b Clarity of Learning

Element 1: Students can articulate the learning target for the lesson
Element 2: Students are actively working

5b Distinguished
    Critical Attributes
- Most students can articulate the learning target for the lesson.
- Most students are demonstrating lesson understanding.

5b Proficient
    Critical Attributes
- Most students have partial understanding of the learning target for the lesson.
- Most students are demonstrating partial lesson understanding.

5b. Unsatisfactory
    Critical Attributes
- Most students have no understanding of the learning target for the lesson.
- Most students are not demonstrating lesson understanding.

Component: 5c Meaningfulness of Work

Element 1: Students find the work relevant
Element 2: Students are enthusiastic/interested about the subject

5c Distinguished
    Critical Attributes
- Most students are expressing relevance of lesson content to their personal life.
- Most students demonstrate enthusiasm and show interest for the subject matter.

5c Proficient
    Critical Attributes
- Most students struggle to express relevance to their personal life.
- Most students are on task but do not demonstrate enthusiasm for subject content.

5c. Unsatisfactory
    Critical Attributes
- Most students are unable to express relevance to their personal life.
- Most students are disinterested or apathetic about the subject matter.

Component: 5d Rigorous Thinking

Element 1: Students are developing solutions
Element 2: Students are applying their knowledge

5d Distinguished
    Critical Attributes
- Most students are actively involved in developing solutions.
- Most students are actively applying their knowledge in new and novel ways.

5d Proficient
    Critical Attributes
- Most students need to be encouraged to be involved in developing solutions.
- Most students need to be guided to apply their knowledge.

5d. Unsatisfactory
    Critical Attributes
- Most students are not involved in developing solutions.
- Most students are not involved in applying knowledge.

Component: 5e Meaningfulness of Work

Element 1: Students are persistent in learning
Element 2: Students are motivated to learn

5e Distinguished
    Critical Attributes
- Most students are seeking mastery of the lesson.
- Most students are demonstrating intrinsic motivation.

5e Proficient
    Critical Attributes
- Most students seek to meet a proficient level.
- Most students are demonstrating extrinsic motivation.

5e. Unsatisfactory
    Critical Attributes
- Most students are unwilling to attempt to meet proficiency.
- Most students are not demonstrating motivation.

Observation Year

Foley Public Schools
Professional Growth, Reflection
and Evaluation Plan
Pre-Observation Conference

To be filled out by the teacher prior to the observation.
Principals will conference with the teacher prior to the observation.

Teacher: _____   Observer:_____

Grade Level _____   Subject: _____   Date:_____

1. Briefly describe the lesson you will be teaching during the observation.

2. Please answer these questions related to Domain 1, Planning and Preparation
   - What are the goals and objectives for the students within the lesson? How do the goals relate to previous and future learning?

   - How do you plan to engage the students in their learning?

   - What instructional materials, methods and resources will you use, if any?

   - What challenges might students experience in this lesson and how have you planned to deal with these challenges?

   - How will you evaluate student learning?

3. Are there any special circumstances of which the observer should be aware?

Foley Public Schools
Professional Growth, Reflection
and Evaluation Plan

Sample Reflection Questions for the Post Observation Conference

1. How do you know if the objectives met?

2. How did the lesson meet the diverse needs and ability levels of the students?

3. How effectively was pertinent information communicated?

4. Do the students know if the objectives of the lesson were met? How do you know?

5. To what extent were the students productively engaged in the learning?

6. Describe the management techniques used with students during the lesson.

7. Describe efforts to keep interpersonal relations positive.

8. Describe the techniques/strategies that were most effective in promoting learning?

9. Was rapport with students evident? Explain.

10. Did you alter your goals or instructional plan as you taught the lesson? If so please explain.

11. After reflecting on the lesson, if the lesson was taught to this same group again, what changes would you make? Why?

12. How do you keep records for grades? What's working, not working in that process?

13. How do you assess student learning? How do you use pre-assessments, formative assessments, and post-assessments?

14. How do you communicate with parents on an on-going basis?

15. How do you respond to specific parental concerns?

16. Discuss professional responsibilities beyond the classroom walls and how you are contributing and growing in your skills and talents.

17. How effectively do you feel you are contributing your talents and expertise at your grade level or department, in your building, and on district committees including your curriculum team?

18. How effectively are you using the staff development and collegial opportunities for growth such as peer coaching, professional leave, learning communities, teacher to teacher time, etc.?

19. How can I as principal assist you to be as successful a teacher as possible?

20. Are there other topics we need to discuss that are relevant to this evaluation?

Foley Public Schools
Professional Growth, Reflection
and Evaluation Plan
Observation and Evaluation Form
Teacher

Teacher: _____   Supervisor: _____

Grade Level _____   Subject: _____   Date: _____

| _____ **Probationary Teacher Track** ____ Year |
| First Obs. _____ Second Obs. ____ Third Obs. |

| _____ **Continuing Teacher Track** |
| First Obs. _____ Other Obs. _____ Summative Evaluation |

ISD #51 Standards of Performance	Proficient	On-going Development	Unsatis-factory	Not Observed	Artifacts (describe)
Domain 1: Planning and Preparation					
1a: Demonstrating Knowledge of Content and Pedagogy					
1b: Demonstrating Knowledge of Students					
1c: Selecting Instructional Goals					
1d: Demonstrating Knowledge of Resources					
1e: Designing Coherent Instruction					
1f: Designing Student Assessments					
Domain 1 Reflection:					

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

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

Domain 3 Reflection:					

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

Domain 5: Student Engagement					
5a: Individual Attention					
5b: Clarity of Learning					
5c: Meaningfulness of Work					
5d: Rigorous Work					
5e: Performance Orientation					
Domain 5 Reflection:					

Summary Comments:

Teacher Comments:

This report is a summary of the observation, evaluation and conference.

Principal or Supervisor_____ Date _____

My signature below represents that I have received this evaluation conference summary.

Teacher _____ Date _____

Teacher Assistance Track

DISTRICT 51 TEACHER ASSISTANCE **TRACK**

OVERVIEW

The purpose of this track is to provide organizational support and assistance to teachers who are not meeting the district's standards of performance. This track does not include probationary teachers. There are constitutional, statutory, and contractual protections including the grievance procedure to prevent any misuse of this track. The District is responsible for determining whether a teacher's conduct is such that he/she should be subject to discipline or placed in this track. FUE shall not have any role in that decision, but retains its right to grieve any discipline of a teacher. Situations might arise which involve some conduct by a teacher which would warrant discipline and some which would be best addressed by this track. Again, the District is responsible for determining which conduct should result in discipline (subject to the grievance procedure) and which conduct should be placed in this track. FUE will not have a role in that determination. The teacher will remain in this track until their performance is judged by the District to be satisfactory in all five domains of the District 51 Standards of Performance, or until the District concludes that the teacher has had sufficient time and resources to improve to a satisfactory level, has not done so, and is now subject to employee discipline, including but not limited to termination of employment.

The Teacher Assistance Track includes up to three phases:
1. Awareness
2. Assistance
3. Discipline

AWARENESS PHASE

Initial Contact

The principal/supervisor makes a formal contact with the teacher related to unsatisfactory teaching performance specifying in writing the following:
1. Explanation of concerns identifying the standards and domain(s).
2. Explanation of evidence supporting such concerns.
3. Date and time of meeting which will provide the opportunity for the teacher to present his/her evidence.
4. Right to have FUE teacher rights person present at the meeting.
5. This document will be placed in the teacher's personnel folder.
6. A time and date of a collaboration meeting will be established as determined by the principal/supervisor.
8. If a teacher voluntarily transfers to another teaching assignment in the district, the immediate supervisor of the new assignment may decide to remove the teacher from the TAT status.

Collaboration Meeting

The purpose of the collaboration meeting is for the teacher and principal/supervisor to collaborate and attempt to resolve the concern. The following specific outcomes of the collaboration will be documented in writing:

1. A plan will be developed generating suggestions for improvement (workshops, collegial observation, peer coaching, principal observations, etc.).
2. A method will be identified for how and what data will be collected to document resolution of the problem.
3. Every attempt will be made to mutually establish a time frame for resolving the problem. A time frame will be established for resolving the problem.
4. A meeting will be scheduled at the end of the established time frame for resolving the concern.
5. This document will be placed in the teacher's personnel folder.

Follow up Meeting

At the end of the time frame, there will be a meeting. The principal/supervisor will review progress the teacher has made, make one of the following decisions, and document it in writing for the teacher. A copy will be placed in the personnel file.

1. The teacher is performing at standard and remains in the Continuing Contract Track, Professional Growth, Reflection and Evaluation Plan.
2. The teacher remains on the Continuing Contract Track, and the principal/supervisor adds a goal within the relevant domain to the teacher's Professional Growth Plan.
3. The teacher is performing below standard and requires assistance to be performing at standard. The principal/supervisor will make a written *Recommendation for Teacher Assistance* to the Superintendent.
4. The teacher's performance is judged to be so severely below standard that the progressive discipline article of the contract will apply, and the disciplinary phase will commence.

ASSISTANCE PHASE

Commencement of Assistance Phase:
A principal may recommend the Assistance Phase for a teacher who has been through the Awareness Phase and continues to perform below District 51 Professional Standards. The principal will complete and submit a Recommendation for Teacher Assistance to the Superintendent. The Superintendent will notify the teacher in writing of a meeting to be scheduled to discuss the principal/supervisor recommendation. The principal/supervisor, the Superintendent and the teacher will attend the meeting. The teacher may invite a representative to this meeting.

The outcomes of the meeting are:
1. Identification of specific area(s) for improvement
2. Introduction of the components of the Assistance Phase
3. Identification of the Assistance Team
4. Schedule a meeting between Assistance Team and the Teacher

5. Offered peer coaching training to assist with the educator being open to constructive feedback. The educator is not eligible to be involved in peer coaching cycles while on TAT.

Responsibilities of the Teacher Receiving Assistance

1. To be open and flexible in implementing different and/or refined strategies to improve his/her performance. The teacher will engage in professional self-assessment in a thoughtful manner by reflecting on their teaching experiences. Ascertaining what is effective practice and what practice(s) need improvement. Reflection is inherent in self-assessment, which leads inevitably to a focus on professional learning and growth.
2. To ask for clarifications from the Professional Assistance Team, the Superintendent, FUE representative, and direct supervisor.
3. To be responsible for maintaining his/her own anecdotal notes during the phase (if desired).
4. To request , if desired, a representative of Assistance Team to be present with him/her at any stage of the Assistance Phase (does not include conferences with the principal/supervisor as part of summative evaluation).
5. To be responsible in meeting deadlines, appointments, scheduled observations and other timelines.
6. The teacher has rights to have a member rights representative at each conference and is responsible for arranging such representation if desired. The Teacher Rights Representative role is: 1. Observe the process, 2. Protect the teacher's rights within the process, 3. Remind the teacher of their responsibility within the process and to remain neutral and objective.
7. Participate fully in the TAT process without compensation.

Assistance Team Membership

1. One or two teachers appointed by the Superintendent due to their role in the district such as special education coordinator, mentor and/or curriculum co-chair. The team shall not consist of a representative from the grade level or the department within the building of assignment as the teacher receiving assistance.
2. The teacher needing assistance is encouraged to recommend the name(s) of one or more teachers to be contacted to serve on the team or may request that a teacher(s) be recommended by the team. The Superintendent will ask one of the teachers to participate as a member of the team.
3. A principal, other than the teacher's direct supervisor, will be appointed by the Superintendent. In the event that the Superintendent determines the evaluator should be an administrator other than the direct supervisor, the direct supervisor may become part of the teacher assistance team.
Teacher members of the team may submit a request for stipend form (blue) for hours, at the staff development rate, to their building staff development code for time spent as meetings as a team member with the teacher. To be turned into the facilitator prior to the end of the school year for verification and reimbursement.

Role of the Assistance Team

The role of the Teacher Assistance Team is to use data and information provided by the teacher's principal/supervisor to develop a planned approach (**Teacher Assistance Plan**) to help the staff member meet the District 51 Standards for Performance.
The Teacher Assistance Plan will usually include, but is not limited to the following;
• direct observation of teaching by any or all team members including the alternate principal and/or other activities
* one or more SMART goal(s)
• professional dialogue with the teacher, peer coaching, mentoring
• strategies to help the teacher be successful
• follow-up activities
• a specific timeline for completion and checkpoints for progress
A log of any meeting held with the staff member will be maintained by a member of the Teacher Assistance Team and turned in to the facilitator following the Final Team Meeting. The logs will be combined into one document with the team meeting logs. Logs will contain only evidence of actions taken to assist the teacher. It will give a chronological outline of meetings, tasks and related events. It will not contain evaluative statements regarding progress or the teacher's professional behaviors. One copy of the log will be given to the Superintendent and another copy of the log will be provided to the teacher, when the process is completed.
Team members will use the following guidelines when communicating with the teacher;
1. Suggestions for improvement will be provided and multiple options presented.
2. Comments will relate to specific situations, i.e., "Your motivational techniques worked well with your first group today, specifically, when you positioned yourself in the center of the classroom while the students did independent work, and your use of time to raise their level of concern."
3. Strict confidentiality will be maintained. No reference will be made to the name of the staff member or the school where the assistance is being provided.
4. Team members will communicate regularly with the Superintendent regarding the completion of action steps in the Professional Assistance Plan.
5. Team members' observations and dialogue with the teacher are not recorded in writing, and are not reported to the teacher's direct supervisor, and do not become part of the staff member's evaluation.
Note: The intent of the Assistance Phase is to improve the teacher's performance to at least a satisfactory level. It is not intended as an opportunity to build a discipline case against a teacher; nor is it intended as an opportunity to build a case insulating a teacher from discipline. Accordingly, the participants in the Assistance Phase are encouraged to be blunt, frank, and accurate with their input, whether it is positive, neutral, or negative. The District and FUE recognize that an arbitrator would exercise his/her judgment and discretion in determining whether or not to receive evidence derived from the Assistance Phase.

Role of Teacher Assistance Team Facilitator

1. Calls full team meetings.

2. Maintains team logs.
3. Creates agendas and facilitates meetings.
4. Creates combined log to be given to the superintendent after the Final Team meeting.

Role of the Superintendent

The role of the Superintendent is to facilitate the Teacher Assistance Phase.
1. Introduce the process to the teacher
2. Bring together the Assistance Team and provide direction to the team
3. Appoint a facilitator for the Assistance Team who is a teacher from the teacher's unit who is on the Assistance Team, with the consensus of the team and the teacher receiving assistance at the initial meeting.
4. Monitor the action plan
5. Work with the principal/supervisor to assess progress.
6. Review log from Teacher Assistance Team and the cumulative evaluation from Principal Supervisor.
7. Determine course of action.

Role of the Principal/supervisor during the Professional Assistance Phase The role of the principal/supervisor is to monitor the teacher's behaviors for

improvement. This will be done through structured observations, using the process defined for teachers in the probationary track. At least one observation will occur at the end of the Assistance Phase. The Superintendent may monitor the teacher's behaviors for improvement as well.
 The principal/supervisor will complete a Cumulative Evaluation in writing and submit it to the Superintendent at the end of the Assistance Phase with a copy to the teacher.

Cumulative Evaluation Report to the Superintendent
The Cumulative Evaluation will recommend one of three actions:
1. The concern is resolved; the teacher is proficient and is returned to the Professional Growth, Reflection and Evaluation Plan.
2. The teacher is making progress toward proficiency and remains in the Assistance Phase with the team's determined revised goals and time lines. A *Notice of Deficiency* may be provided to the teacher by the District at this time as determined by the Superintendent.
3. The concern is not resolved, the teacher has made little or no progress toward proficiency, and the teacher is to be moved into the Disciplinary Phase.

Suggested Meeting Schedule
First Meeting:
Duration: Approximately one hour
Attendance: Members of Assistance Team and the teacher
Objectives:
1. The committee will draft the Teacher Assistance Plan (TAP)
2. Each member of the team will know his/her responsibilities and schedule related to the TAP

3. Members will select a date for the next meeting according to the schedule in the TAP (about a month between meetings)

Second Meeting
Duration: Approximately one hour
Attendance: Members of the Assistance Team and the teacher
Objectives:
1. Members of the team review the action steps completed and adjust future action steps based on progress to date.
2. The teacher will know progress to date by receiving feedback from the team and by reflecting on his/her performance with the team.
Additional meetings as needed with second meeting objectives – this is based on severity of needs – may exceed 1 per month.

Final Team Meeting (COMPLETED BY April 15)
Duration: One half hour
Attendance: Members of the Assistance Team and the teacher
Objectives:
1. The team will provide summative information to the teacher related to the improvement goal. The team will: report to the Superintendent that the Assistance Plan has been completed. Note: the team will not provide evaluative information to the Superintendent
OR
2. Add additional action steps to the plan (at the teacher's request) A modified TAP will be sent to the Superintendent with a new date for completion.

Informative Meeting **Duration:** One Hour
Attendance: Teacher, Superintendent, Principal, Union Representative(s), Alternate Principal to verify log of evidence
Objectives: Clarify course of action

NOTICE OF DEFICIENCY OR DISCIPLINARY PHASE

1. This phase begins with a meeting between the principal/supervisor, the Superintendent, teacher, and FUE President or designated union representative, if one is desired by the teacher.

2. The administrator will identify in writing the specific Standard(s), rule, or policy violation in a written reprimand with directives and/or a Notice of Deficiency. The teacher will be given an opportunity to respond. Following the discussion, the administrator will indicate a timeline for responding back to the teacher on whether there will be any revisions to the written reprimand and/or Notice of Deficiency. Thereafter, depending upon whether or not the teacher corrects the deficiencies, action may be taken, such as, but not limited to, any one or combination of the following (listed in no particular order):

   a. A specific remedial plan with time line and with or without further involvement of the Teacher Assistance Team.
   b. Placement of the teacher on a non-disciplinary paid administrative leave.
   c. Requirement of specific training or evaluation by a professional.
   d. Written Reprimand.
   e. Withholding of a step or other scheduled salary increase.
   f. Suspension without pay.
   g. Termination pursuant to M.S. 122A.40, Subd. 9.
   h. Immediate Discharge pursuant to M.S. 122A.40, subd. 13.

3. FUE may represent the teacher, advise the teacher, and provide instructional assistance independent of the district through the use of union leave.

Appendixes

APPENDIX A

SMART Goals

Writing SMART Goals

SMART

Strategic & Specific

Measureable

Attainable

Results Oriented

Time-bound

Minnesota Staff Development 2002-2003

APPENDIX B

A SMART Way of Thinking

Believing that learning and improvement should be explicitly linked is one thing: finding tools and methods that let you act on that belief is entirely different. SMART goals are very effective tools for making this translation. These goals are:

> **S**trategic and Specific
> **M**easurable
> **A**ttainable
> **R**esults-based
> **T**ime-bound

Strategic goals are linked to strategic priorities that are part of a larger vision of success for the entire school district. *Strategic* and *specific* means that these goals will have both broad-based and long-term impact because they are focused on the specific needs of the students for whom the goal is intended.

Measurable means being able to know whether actions made the kind of difference we wanted: being able to measure a change in results because of these actions. Measurement can and should occur in a number of different ways using a variety of different tools and strategies. Seeing results across measurements that yield consistent patterns gives us a greater confidence that our actions truly have made a difference.

A goal needs to be *attainable*: within the realm of our influence or control, and doable given current resources. To know whether a goal is attainable, you must know your starting point (baseline), how much time you have to accomplish the goal, and what kinds of resources you have to make the necessary changes. Setting a goal that is attainable then becomes an art of balancing the degree of stretch that will make the goal compelling without making it unattainable.

SMART goals are *results-based*: aimed at specific outcomes that can be measured or observed. Results-based goals define not only *what is expected*, but they also communicate a *desired end point*. Results could come in the form of student achievement in a particular area, a percentage of students who improve in a certain area, or as a demonstration of learning that can be defined and measured.

Finally, SMART goals are *time-bound*. As mentioned before, putting a time element in a goal helps you determine attainability. But even more importantly, agreeing on a time frame for achieving the goal helps to keep it a priority. It makes the goal more compelling by giving it some urgency. Having a time limit as part of a goal makes it imperative that we periodically check how well or swiftly we are progressing toward the goal. This helps to keep the goal a dynamic part of the improvement process.

In short, SMART goals let us monitor which of our efforts are making a difference and by how much. For example, here's a SMART goal from an intermediate school:

Within the next two years, increase by 50% the number of 6th and 7th grade students scoring at proficient or advanced levels in reading and math. (Currently, only one third of students score at those levels.) This goal is:

- **Strategic and Specific**. It deals with students in grades 6 and 7 and with reading and math skills, both of which are strategic priorities in the district.

- **Measurable**. The district knows how many students have scored at the desired levels in the past, and therefore can easily compute whether that figure increases by 50%

- **Attainable**. It is neither so conservative to be uninspiring nor so high that people will think it is impossible to achieve.

- **Results-based**. It describes the outcome (higher reading and math score), not a process or activity that might contribute to that goal, such as implementing a reading program.

- **Time-bound**. It gives a time frame to achieve the goal: within the next two years.

Because SMART goals provide a basis for assessing progress, and a tool for assuring that team efforts are focused on strategically important targets, they become the engine that drives continuous improvement and learning.

Writing a SMART Goal

Identifying data used to determine how your growth and evaluation is measured provides a baseline or starting point. What qualities and expectations are already set? Use a process to identify the areas of high importance and the areas where you want to see improvement. The areas that are of BOTH high importance and where improvement is sought are where the greatest opportunity for improvement exists.

Questions will help you reflect and direct your thinking toward writing a SMART goal:

What strengths do you possess?

How can these strengths be used to improve and grow?

What indicators will tell you if you are making progress toward meeting your goal?

What measures, tools or assessments will allow you to check your progress?

What deadlines will help you make timely progress and keep you on track so you meet your goal?

Use this template to write SMART goals that address these areas.

SMART

- Specific
- Measurable
- Attainable
- Results-based
- Time-bound

Represents a "stretch" beyond current performance

Improve_____
(Specific measureable item)

By_____
(How much – attainable unit)

By_____
(By when?)

APPENDIX C

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┌─────────────────────────────────────────────────────────────────┐
│                    FOLEY TEACHER'S                              │
│   STUDENT ACHIEVEMENT EVALUATION AND DATA ANALYSIS              │
└─────────────────────────────────────────────────────────────────┘
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Deadline for submission is October 1st.

TEACHER'S NAME _____ FES   FIS   FHS   DATE _____

Circle the Year in Professional Growth Cycle   1st   2nd   3rd

Write your student achievement goal(s):

What preassessment(s) will be used to set goal?

What assessments will be used to track data through the year?

When will the assessments be given?

What student data will be used?

      Individual student   Subgroup   Whole Group   Grade Level

How is data collected?

How will data be tracked?

Definition of proficiency levels – How will you know the goal is achieved?

Peer Review Signature _____ **Date:** _____
Peer Reviewer must sign at the completion of the goal period.

MY PROFESSIONAL GROWTH PLAN

Teacher is responsible for writing acceptable SMART Goal

   Specific   **M**easurable   **A**ttainable   **R**esults Oriented   **T**ime Bound

Write your professional growth goal(s):

List indicators of progress (artifacts) that will be generated during this goal year:

Self-directed growth activities selected by teacher
(See APPENDIX E)

Student Achievement Performance Level
□ Proficient   □ On-going Development   □ Needs Improvement

My SMART goal(s) has had positive impact on my instruction/student learning:
□ Very Much So   □ Somewhat   □ Less than I expected   □ Disappointedly None

Teacher's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____
A follow-up conference will be scheduled with the principal. Administrator's signature accepts the progress made toward these SMART aligned goal(s). Indicators of progress (artifacts) may be requested by the principal to be submitted with this form.

APPENDIX D

Possible Artifact Samples

- Class schedules
- Seating charts—photo or chart
- Semester and unit plans
- Daily lesson plans
- Activity descriptions
- Classroom rules and discipline procedures—referrals
- Student achievement data, summative, longitudinal, benchmarks
- Technology examples- moodle, webpage, social media
- Copies of quizzes, tests, or assessments
- Copies of grade book
- Examples of student work
- Examples of written feedback
- Student profiles
- Copies of handouts or worksheets
- Reading lists
- Diagrams and photographs of room
- Parent and student surveys
- Logs of parent contacts
- Samples of messages to parents
- Video and audio records of student performances
- Log of professional activities/organizational involvement/college classes/conferences
- Peer observation
- Field trip records
- Parent/teacher conference records
- Student handbook

APPENDIX E

Self-Directed Growth Activities

From the Professional Growth, Reflection and Evaluation Plan

Self-directed growth activities selected may include any of the following:
- Self-reflection (journaling, video-recording)
- Special projects and programs/activities
- Continuing education activities, including: college course work, workshops, seminars
- Inquiry projects (action research, data collection)
- Implementation of new curriculum, including alignment with grad standards
- Peer observation
- Team planning activities
- Professional reading
- Study group
- National Board Certification
- Other _____