

**Independent School District (ISD) #94  
and  
Education Minnesota - Cloquet (EMC)**



**Teacher Development  
and  
Evaluation Plan**

January 13, 2016

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# CLOQUET SCHOOL DISTRICT

## TEACHER DEVELOPMENT AND EVALUATION PLAN

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**ISD #94 Mission Statement:** Our mission is to facilitate professional development and growth, and instructional improvement for teachers and, therefore, increase student achievement.

**Rationale:** To develop a community of learners and foster a positive learning environment for continuous improvement. The Teacher Development and Evaluation Plan will provide a structured and systematic plan for professional growth. It is the responsibility of the school district and teachers to identify, recognize, and support professional growth. Professional development is the process by which teachers expand their professional skills and knowledge throughout a career.

**General Goals:** The Teacher Development and Evaluation Plan is used to articulate expectations, assess performance and provide support for the development of teachers at ISD #94.

The Teacher Development and Evaluation Plan will:

- Establish a three-year (3) professional review cycle for each teacher that is compliant with state statute for probationary teachers.
- Establish a development, evaluation, and peer coaching plan for continuing contracted teachers.
- Be clearly defined, fair, reliable, and valid.
- Establish and support a mentoring/induction program for probationary and improvement track teachers.
- Foster and build collaboration and teamwork through professional learning communities in an ongoing process of collective inquiry and action research to achieve better results for the students they serve.
- Support ongoing and sustained professional growth and development, goal setting, reflection, and self-assessment through a variety of opportunities.
- Joint agreement and commitment with the school district and EMC.
- Financial support and resources provided by the school district.
- Use data from valid and reliable assessments aligned to state and local academic standards, and will use, by the 2014-2015 school year, state and local measures of student growth that will include student learning goals to determine 35% of teacher evaluation results.

## **PROBATIONARY TRACK**

**Overview:** The purpose of this tract is to provide new teachers, and teachers who are new to the District, the support and guidance needed to hone their skills and acquaint them with the District’s performance expectations as outlined in the frameworks. This track identifies different components of the framework for emphasis each year so new teachers are not faced with the impractical task of focusing on all of the frameworks at once. All probationary teachers are required to be proficient in all components at the completion of the probationary period in order to be granted tenure.

**Mentors:** Teacher mentors play a vital role in helping probationary teachers develop the skills and knowledge necessary to obtain professional status. Mentors provide new teachers with guidance and feedback on their progress towards meeting the District’s performance expectations as outlined in the frameworks. Teacher mentors do not participate in the evaluation process. Teacher mentors may help probationary teachers in organizing documentation in preparation for formal evaluations.

**Evaluations:** Teachers in this track are formally evaluated by a licensed district administrator three times each year. The first evaluation will be conducted within the first 90 days of service. The first and second evaluation are formative in nature and become part of the teacher’s personnel file. The third evaluation is summative and documents the teacher’s progress toward becoming proficient in the components assigned for that year. All of the components of the framework will be evaluated by the completion of their probationary period.

**Protocol:** Evaluations will be a combination of scheduled and unscheduled classroom visits. The principal will schedule the observations with the classroom teachers. The principal will schedule a pre-conference with the teachers before their first evaluation of the year. A lesson plan for each scheduled observation must be provided to the administrator at least 24 hours in advance. The principal will schedule a post-conference within three (3) days of the scheduled observation. Teachers may be expected to bring evidence and work samples to support the observed lesson. Artifacts to demonstrate proficiency in Domains one (1) and four (4) may be required.

### **Forms:**

- Self-assessment (online).
- “Formal Classroom Observation” forms for each scheduled observation.
- “Teacher Lesson Reflection” forms following each scheduled observation.
- “Evidence of Domain 4” form.

**Components:** In order to allow new teachers to focus on their professional growth, the District has identified specific components in the framework for each year. Teachers will be evaluated on the elements for that year as well as selected elements from the preceding years indicated below.

### **Year I**

- 1A- Demonstrating Knowledge of Content and Pedagogy
- 1C- Setting Instructional Goals
- 1E- Designing Coherent Instruction
- 2B- Culture of Learning
- 2C- Managing Classroom Procedures
- 2D- Managing Student Behavior
- 3A- Communicating Clearly and Accurately
- 3C- Engaging Students in Learning
- 4A- Reflecting on Teaching
- 4B- Maintaining Accurate Records

## **Year 2**

- 1B- Demonstrating Knowledge of Students
- 1F- Assessing Student Learning
- 2A- Creating an Environment of Respect and Rapport
- 3D- Using Assessment in Instruction
- 4C- Communicating with Families
- 4D- Participating in a Professional Community

## **Year 3**

- 1D- Demonstrating Knowledge of Resources
- 2E- Organizing Physical Space
- 3B- Using Questioning and Discussion Techniques
- 3E- Demonstrating Flexibility and Responsiveness
- 4E- Growing and Developing Professionally
- 4F- Demonstrating Professionalism

**New to District, But Previously Tenured Teachers:** Teachers that need one (1) year for tenure will be evaluated in all components during the year. Upon completion of the Probationary Track, teachers will demonstrate proficiency in the overall framework used for performance evaluation. Candidates who successfully complete the Probationary Track may be recommended for the Master Teacher Track.

## **MASTER TEACHER TRACK**

**Overview:** When a teacher achieves professional status, he/she moves to the Master Teacher Track. The emphasis of this track is on constant reflection and professional growth. The Master Teacher Track includes a formal structure for reporting progress of these professional growth efforts. Teachers in this track also annually evaluate his/her skills based on the same rubrics used with teachers of the non-probationary track. Teachers are evaluated by a licensed district administrator.

The evaluator's role in this track is also quite different from the role in the non-probationary track. Rather than formal, periodic, summative evaluations, teachers in the master teacher track are evaluated continuously with an emphasis on professional growth. Evaluators constantly monitor multiple indicators of teacher performance. These indicators should include, but not be limited to, student academic growth, feedback from parents and students, classroom observations, and dialoguing with the teacher.

During an evaluation year, if the teacher slips below proficient during a written evaluation on any of the 21 components in the four domains of the framework, the teacher may be put into one of three phases of the Teacher Assistance Track. (See the Teacher Assistance Track for further explanation.)

\* Administration may place a teacher into any one of the three phases of the Teacher Assistance Track at any time they deem necessary regardless if it is a formal evaluation year or not.

### **Protocol:**

#### **Summative Evaluation Year**

- Per state mandate a teacher will be under summative evaluation every third year, or more often as deemed necessary by the administrator. Teachers will be held accountable for the full-framework evaluation process with evidence being accumulated over the three years.
- The administrator is responsible for scheduling the formal meetings.

- Teachers will be required to complete the pre-conference form and give it to their administrator at least 24 hours prior to observation. A lesson plan may be required; please check with your building administrator.
- Teachers are expected to bring evidence and work samples to support the observed lesson, if applicable. Artifacts to demonstrate proficiency in Domains one (1) and four (4) may also be required.

### **Formative Evaluation Years**

- Teachers not in a summative evaluation year will have a goal-setting conference based on the annual self-assessment form with their administrator before October 15.
- The administrator is responsible for scheduling this meeting.
- Teachers are responsible for providing recording artifacts or supportive documentation approved by the principal that show progress towards the goal. (See examples provided under Formative Assessment).

### **Warnings for Drop in Proficiency**

- If evidence supports teacher deficiency in a component, administration will notify the teacher that an area needs to be addressed.
- The administrator will discuss a timeline for making improvements with the teacher.
- If the teacher does not make improvements, the administrator will have the option to move the teacher into the Teacher Assistance Track.
- Teachers will be made aware, in writing, if they slip from “Proficient” to “Basic” or “Unsatisfactory” within the framework. This documentation will designate whether the teachers will be placed in the awareness or assistance phase.

### **Forms Used for the Assessment Processes**

- Self-Assessment (Appendix i)
- Individual Professional Development Plan/Goal Summary (Appendix ii)
- Pre-conference Formal Classroom Observation (Appendix iii)
- Formal Observation Summaries (Appendix iv)
- Specialist Observation Summaries will be shared with the specialist and discussion will be held between the administrator and the specialist as to which summary forms and criteria will be used in the assessment process.
- Teacher reflection form (Appendix v)
- Evidence/Artifacts for Domains or Individual Goals (Appendix vi)

### **Annual Self-Assessment and Goal-Setting**

Teachers will conduct an annual self-assessment of their own teaching practices using Danielson’s framework as a gauge. This assessment will be the cornerstone for shaping the teachers’ plans for enhancing skills. Teachers will develop an annual goal based on the self-assessment of practice within the Framework, develop an action plan for implementing the goal, and will provide a reflection on the results of their progress toward their goals.

- Teacher goals may include input from the administrator and/or Professional Learning Communities (PLCs)
- Individual Professional Development Plans are submitted to the administrator for review

### **Self-Directed Professional Inquiry (Formative Assessment Examples)**

**Overview:** In a year that you are not in a formal observation you will be conducting self-directed professional inquiry based on your annual self-assessment and goal-setting results. The intent is to provide teachers with the means of acquiring new learning. The following options are possible examples for how the goal can be addressed.

**Individual Growth or Collegial Partnership Options:** This includes activities promoting professional growth and student learning as agreed upon by the teachers and their evaluators. After reflecting on relevant information/data, the teacher will develop a plan for professional growth. Some options to include in the plan are included below:

**Action Research:** Research focused on an identified educational issue. An individual teacher or team of teachers develop an action plan, which includes a timeline, strategies for gathering information, data analysis, action steps, and an assessment of the impact on student learning.

**Curriculum and Assessment Development:** An analytical process focused on a curriculum or a specific component of a curriculum. An individual teacher or team of teachers may identify specific activities, which deepen the curriculum in a specific content area, refocus the curriculum across a specific content area, integrate curriculum across multiple content areas, or assess student work in specific/multiple content areas. Applied study could also include working with colleagues on district teams to develop or review maps, integrated curriculum units, or benchmark assessments.

**Instructional Strategies Implementation:** Investigation of an instructional strategy focused on classroom practice: such as differentiated instruction, cooperative learning, problem-based learning, inclusion activities, or alternative classroom management techniques. An individual or team would implement a strategy within the instruction program, document, and analyze the effectiveness of the strategy on student learning.

**Peer Consultation/Coaching/Mentoring/Support Teams/Cooperative Teacher:** A collaborative process involving two or more colleagues who are working together to share their knowledge of best instructional practices. Teachers may engage in peer consultation or observation to provide feedback, support, or assistance for the purpose of refining a technique or learning a new skill. Teachers may also coordinate “Learning Walks” with teachers who are experts in an area of practice.

**Structured Professional Dialogue/Study Groups:** This could include a collaborative process involving two or more colleagues working together to explore best practice on a specific educational topic. The team may focus on a current development in education or examine a school-based teaching or learning issue.

**Professional Growth Portfolio:** A professional portfolio is a collection of a teacher’s work that documents professional growth and includes the teacher’s own reflections on and assessment of his or her work. If a portfolio is used as a means to demonstrate professional growth you must meet with the administrator to clearly define what will be included in the portfolio. You will also need to be made clear on how it will be assessed. Examples of what could be in a portfolio are as follows:

- Begin with a reflective statement – i.e., a S.M.A.R.T. goal.
- Show support for student learning.
- Show initiatives/work with “Best Practices.”
- Document collaborative work with colleagues through activities as PLC work, subject area development, cross-subject collaboration, or classroom instruction.
- Professional development – classes, workshops, webinars, and book studies, etc.
- Artifacts demonstrating/documenting the above activities and outcomes.

**Professional Learning Community Facilitator:** Teachers who take leadership roles in professional learning communities and who are studying and practicing facilitation skills, may submit evidence of their ongoing work, including reflections of their effectiveness in the groups.

\*Other options may be brought forward for administrator approval.

## TEACHER ASSISTANT TRACK

**Overview:** The Teacher Assistance Track is for non-probationary teachers whose professional practice has fallen below proficient on one or more of the 21 components in the four (4) Domains of the District's Framework. The Teacher Assistance Track consists of three phases: Awareness Phase, Assistance Phase, and Corrective Phase. In most cases when a teacher is moved to the Teacher Assistance Track they will be placed in the Awareness Phase. However, administration may use their discretion to place a teacher into any phase of the Teacher Assistance Track.

### **Awareness Phase:**

- An administrator may place a teacher on the Awareness Phase at any time.
- Non-probationary teachers not at the "proficient" level may be placed in the Awareness Phase by their principal.
- The administrator and the teacher will work together to resolve the problem or area of concern.

#### **1. Placement on Awareness Phase**

- Teachers are notified in writing using an Awareness Phase Notification form.
- Form includes area(s) of concern and provides evidence from the rubrics within the District's Framework.
- Copies of the form go to the teachers and their supervisors.

#### **2. Initial Meeting**

- Occurs within five (5) school days of receiving an Awareness Phase Notification.
- The supervisor describes the area of concern.
- Teacher and supervisor define how evidence will be collected to evaluate the area(s) of concern.
- Teacher and supervisor set a timeline for evaluation of issue(s).
- The teacher and supervisor receive copies of the result of this meeting on the Awareness Phase Plan form.

#### **3. Review Meeting**

- At the conclusion of the timeline, the administrator will evaluate the teacher's performance in the identified area(s) using the evaluation criteria from the District's Framework and evidence gathered that was agreed upon in the initial meeting.
- The teacher and administrator meet to discuss the administrator's findings and they complete an Awareness Phase Review form.
- The administrator will make one of the following decisions:
  - The teacher's performance has improved and the teacher returns to the Master Teacher Track to continue to work on the teacher's professional development plan.
  - The teacher remains in the Awareness Phase with revised goals and timelines if, according to the administrator, the teacher has not met the desired outcomes but is committed to and has made progress toward the teacher's plan.
  - The teacher has not met the goals of the plan, the teacher's commitment is questionable, or the administrator has noted no progress. In this case, the teacher is moved to one of the next two phases.

## ASSISTANCE PHASE

### Initial Meeting

- The teacher, administrator, and other personnel (as deemed necessary by involved parties) will meet to review an Assistance Phase form.
- The plan may include:
  - Growth-promoting goals that are specific, measurable, action oriented, realistic, and time bound (S.M.A.R.T.).
  - Strategies for resolution of the concern.
  - Timelines.
  - Indicators of progress.
  - Resources and support needed.
    - If part of this support provided includes mentor(s), the mentor(s) will not be in an evaluative role.
- The administrator and teacher set up a specific time for the review meeting.

### Review Meeting

- Progress during the assistance phase is reviewed.
- The administrator will make one of the following decisions:
  - The teacher's performance has improved to a proficient level and the teacher returns to the Master Teacher Track to continue to work on the teacher's professional development plan.
  - The teacher remains in the Assistance Phase with revised goals and timelines if, according to the administrator, the teacher has not met the desired outcomes but is committed to and has made progress toward the teacher's plan.
  - The teacher has not met the goals of the plan, the teacher commitment is questionable, or the administrator has noted no progress. In this case, the teacher is moved to the Corrective Phase.

## CORRECTIVE PHASE

**Overview:** The Corrective Phase may address ongoing performance concerns not corrected by the teacher under either the Awareness Phase or the Assistance Phase.

1. The teacher may be placed in the Corrective Phase because of, but not limited to:
  - Not meeting the District's Framework after being in the Assistance Phase.
2. The Corrective Phase begins with a meeting between the administrator, teacher, and association representative. Other resource people may be involved.
3. The administrator will identify in writing the specific rubric(s) and provide evidence from the rubrics within the District's Framework. A teacher will be given an opportunity to respond. Following discussion, the administrator will indicate the next steps to be taken, such as but not limited to:
  - A specific remedial plan with clear and specific goals, measurable expectations, and a timeline.
  - Requirement of specific training or evaluation by a professional.
  - Recommendation for non-renewal of contract.
4. This Corrective Phase only addresses ongoing performance concerns not corrected by the teacher under either the Awareness Phase or the Assistance Phase. The Corrective Phase is not intended as a restriction on the District's rights to take appropriate disciplinary action for teacher misconduct without prior resort to either an Awareness Phase or an Assistance Phase.

**TEACHER ASSESSMENT AMENDMENT**  
**OCTOBER 13, 2014**

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**This amendment to the teacher assessment agreement between the Cloquet ISD #94 Board of Education and Education Minnesota Cloquet was approved by EMC and the District.**

**Student Academic Achievement**

A measure of student academic achievement will account for 35% of assessing teacher performance. During October of the year in which teachers are to receive their formal/summative evaluation, the principal and teacher will choose one or more of the following options to assess student performance and growth measurements:

1. AIMS Web
2. A benchmark assessment system
3. Summative semester/year-end test
4. Student Projects
5. Pre/post test
6. A measure of student learning objectives
7. Student perception surveys – pre/post
8. Other

Measures may be done for all of the teachers' students or for group(s) of students. The principal must approve the final plan. The final value given to this section of the assessed performance by the principal must include a measurement of the data but also may include the plan implementation and steps taken by the teachers to gain measurable improvement with their students.

**Evaluation Form or Rubric Adjustments**

From time to time, adjustments may need to be made in the evaluation form or rubrics. Prior to any adjustments being made to the evaluation form or rubrics, Education Minnesota and the School Board representative shall have a written agreement approving such adjustments.

## Appendix i: Pre-Observation Self-Assessment – Danielson’s FFT

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Step 1: Self-Assessment

Carefully reflect on your teaching performance in all four domains. Complete the Self-Assessment by using the tables showing levels of performance.

Key: *U: Unsatisfactory*    *B: Basic*    *P: Proficient*    *D: Distinguished*

Domain 1: Planning and Preparation	U	B	P	D
a. Demonstrates Knowledge of Students				
b. Aligns Instructional Objectives to Learner Outcomes				
c. Demonstrates Knowledge of Resources				
d. Designs Coherent Instruction				
e. Demonstrates Knowledge of Content and Best Practice				
f. Assesses Student Learning				
Domain 2: Classroom Environment	U	B	P	D
a. Creates an Environment of Respect and Rapport				
b. Establishes a Culture for Learning				
c. Manages Classroom Procedures				
d. Manages Student Behavior				
e. Organizes Physical Space				
Domain 3: Instruction	U	B	P	D
a. Communicates Clearly and Accurately				
b. Ensures Student Involvement				
c. Provides Feedback to Students				
d. Demonstrates Flexibility and Responsiveness to Students’ Needs				
Domain 4: Professional Responsibility	U	B	P	D
a. Reflects on Teaching				
b. Maintains Accurate Records				
c. Communicates with Families				
d. Contributes to the School and District				
e. Grows and Develops Professionally				
f. Shows Professionalism				

### Step 2: Identify focus area and goal based on self-assessment results

Framework Domain:

Area of Focus: \_\_\_\_\_

Goal:

## Appendix ii: Individual Professional Development Plan/Goal Summary

Teacher: \_\_\_\_\_ Grade Level/Subject Area: \_\_\_\_\_

Date: \_\_\_\_\_

Based on your self-assessment, your administrator's input, and any PLC/School/District initiatives, what goals have you identified?

Describe the connection between this goal and your teaching assignment.

What will success on this goal look like? How will you know when you have achieved it? What kind of evidence will you use to show level of goal achievement?

Describe the activities you will do to achieve this goal. Include appropriate timelines.

**Activity(ies)**

**Timeline(s)**

What resources will you need to better achieve your goal?

## Appendix iii: Pre-Conference to Formal Classroom Observation

Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Grade Level(s): \_\_\_\_\_

Subject(s): \_\_\_\_\_ Observer: \_\_\_\_\_ Date: \_\_\_\_\_

### Interview Protocol for a Preconference (Planning Conference)

#### **Questions for discussion:**

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



## Appendix iv: Formal Observation Summary

Teacher \_\_\_\_\_ School \_\_\_\_\_ Grade Level(s) \_\_\_\_\_

Subject(s) \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

Summary of the Lesson \_\_\_\_\_

### Evidence of Teaching

#### Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a</b> <b>Demonstrating Knowledge of Content and Pedagogy</b>	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>Evidence</i>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1b</b> <b>Demonstrating Knowledge of Students</b>	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.

*Evidence*

Formal Observation Summary - *Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>1c</b> <b>Setting Instructional Outcomes</b></p>	<p>Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.</p>	<p>Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.</p>	<p>Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.</p>	<p>Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.</p>
<p><i>Evidence</i></p>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>1d</b> <b>Demonstrating Knowledge of Resources</b></p>	<p>The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.</p>	<p>The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.</p>	<p>The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.</p>	<p>The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.</p>
<p><i>Evidence</i></p>				

Formal Observation Summary – Continued

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>1e</b> <b>Designing Coherent Instruction</b></p>	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.</p>	<p>The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.</p>	<p>The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.</p>	<p>The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.</p>
<p><i>Evidence</i></p>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>1f</b> <b>Designing Student Assessments</b></p>	<p>The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.</p>	<p>The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate for the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.</p>
<p><i>Evidence</i></p>				

**Domain 1: Planning and Preparation Rating:** \_\_\_\_\_U \_\_\_\_\_ B \_\_\_\_\_ P \_\_\_\_\_D  
 (Rating is optional; if used, transfer rating to Form M: *Summary of Observations and Artifacts*.)

## Formal Observation Summary - *Continued*

### Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>2a Creating an Environment of Respect and Rapport</b>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, both between teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
<i>Evidence</i>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>2b Establishing a Culture for Learning</b>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance - for example, by initiating improvements to their work.
<i>Evidence</i>				

Formal Observation Summary – *Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>2c</b> <b>Managing Classroom Procedures</b></p>	<p>Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.</p>	<p>Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.</p>	<p>Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.</p>	<p>Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.</p>
<p><i>Evidence</i></p>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>2d</b> <b>Managing Student Behavior</b></p>	<p>There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.</p>	<p>It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher response to student misbehavior is appropriate and respects the students' dignity.</p>	<p>Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</p>
<p><i>Evidence</i></p>				

Formal Observation Summary – *Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>2e</b> <b>Organizing Physical Space</b></p>	<p>The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.</p>	<p>The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate for the learning activities. The teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.</p>
<p><i>Evidence</i></p>				

**Domain 2: The Classroom Environment Rating** \_\_\_\_\_ U \_\_\_\_ B \_\_\_\_ P \_\_\_\_ D  
 (Rating is optional; if used, transfer rating to Form M: *Summary of Observations and Artifacts.*)

## Formal Observation Summary – *Continued*

### Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>3a</b> <b>Communicating with Students</b>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
<i>Evidence</i>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>3b</b> <b>Using Questioning and Discussion Techniques</b>	The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<i>Evidence</i>				

Formal Observation Summary – *Continued*

Component	Unsatisfactory	Ba sic	Profici ent	Distinguished
<b>3c</b> <b>Engaging Students in Learning</b>	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<i>Evidence</i>				
Component	Unsatisfactory	Ba sic	Profici ent	Distinguished
<b>3d</b> <b>Using Assessment in Instruction</b>	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher, and high-quality feedback to students from a variety of sources.
<i>Evidence</i>				

Formal Observation Summary – *Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>3e</b>  <b>Demonstrating Flexibility and Responsiveness</b></p>	<p>The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>	<p>The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.</p>
<p><i>Evidence</i></p>				

Domain 3: Instruction Rating \_\_\_\_\_ U \_\_\_\_\_ B \_\_\_\_\_ P \_\_\_\_\_ D

(Rating is optional; if used, transfer rating to Form M: *Summary of Observations and Artifacts*.)

Formal Observation Summary – *Continued*

**DOMAIN 4: Professional Responsibility**

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Accuracy</b>	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
<b>Use in Future Teaching</b>	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what he may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

**Component 4b: Maintaining Accurate Records**

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Student Completion of Assignments</b>	Teacher's system for maintaining information on student completion of assignments is disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
<b>Student Progress in Learning</b>	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher's system for maintaining information on student progress in learning is effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.
<b>Non instructional Records</b>	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.

Formal Observation Summary – *Continued*

**Component 4c: Communicating with Families**

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Information About the Instructional Program	Teacher provides little information about the instructional program to families	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides frequent information to parents, as appropriate, about the instructional program.	Teacher provides frequent information to parents, as appropriate, about the instructional program.
Information About Individual Students	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
Engagement of Families in the Instructional Program	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.

**Component 4d: Contributing to the School and District**

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Relationship with Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
Service to the School	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.

**Formal Observation Summary – Continued**

<b>Participation in School and District Projects</b>	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.
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**Component 4e: Growing and Developing Professionally**

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Enhancement of Content Knowledge and Pedagogical Skill</b>	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.
<b>Service to the Profession</b>	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.

**Component 4f: Showing Professionalism**

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Service to Students</b>	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is moderately active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.
<b>Advocacy</b>	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.

**Formal Observation Summary – Continued**

<b>Decision Making</b>	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
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**Formal Observation Summary - Continued**

Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Strengths of the Lesson

Areas for Growth

We have participated in a conversation on the above items.

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrators Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Teacher may attach comments to this observation summary. However, it is the responsibility of the teacher to return this document with signature and any comments within five days of receiving this document in order to assure that teacher comments are considered.**

## Appendix v: Teacher Lesson Reflection

Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
2. If you have samples of student work, what do they reveal about the students' levels of engagement and understanding? Do they suggest modifications in how you might teach this lesson in the future?
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
4. Did you depart from your plan? If you did so, explain how and why?
5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?
6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?
7. Consider different aspects of your planning and execution of the lesson in light of the domains and components on the following pages. Determine evidence, if any, for each of the components, and what that evidence demonstrates about your level of performance.

## Appendix vi: Artifacts/Evidence for Domains or Individual Goals

Teacher: \_\_\_\_\_ Grade Level/Subject Area: \_\_\_\_\_

Date: \_\_\_\_\_

This form may be used as a summative form or as a planning guide for later submission of artifacts or evidence of performance or goal achievement. This plan should be developed in consultation with the teacher's administrator.

List Domain and Component if Applicable	Evidence Provided or to be Provided	Comments	Rating

**Rating:** (1) Unsatisfactory; (2) Basic; (3) Proficient; (4) Distinguished

Evidence for Domain 4

This form may be used if not using Appendix \_\_\_ Artifacts/Evidence for Domains

Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

Grade Level(s): \_\_\_\_\_ Subject(s): \_\_\_\_\_

Evaluator: \_\_\_\_\_ School Year: \_\_\_\_\_ - \_\_\_\_\_

Component	Evidence	Comments	Rating
4b: Maintaining Accurate Records			
4c: Communicating with Families			
4d: Participating in a Professional Community			
4e: Growing and Developing Professionally			
4f: Showing Professionalism			

**Rating:** (1) Unsatisfactory; (2) Basic; (3) Proficient; (4) Distinguished