WINDSOR SOUTHEAST SUPERVISORY UNION
Hartland Weathersfield West Windsor Windsor

Supervision and Evaluation System

Revised 2014

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What is the Goal of the Windsor Southeast Supervisory Union Teacher Supervision and Evaluation System?

The goal of the Windsor Southeast Supervisory Union Teacher Supervision and Evaluation System is to improve student learning and support student achievement of the Common Core, Next Generation Science Standards, and related updated curricula through teacher growth and improvement. The WSESU Teacher Supervision and Evaluation System will:

- encourage the highest level of professional performance through a focus on excellence, continued improvement, and professional development linked to student success

- provide teachers with a range of options for self-initiated professional growth

- validate and recognize the contributions and accomplishments of the professional staff

- ensure that all teachers demonstrate the competencies essential to fostering student academic success

- ensure accountability of teachers and administrators for achieving the goals of the Windsor Southeast Supervisory Union

- provide a clear assessment of teacher performance, progress and

achievement • align with all state and federal teacher licensing requirements (http://education.vermont.gov/documents/EDULicensing_Vision_for_Teaching_Leading_and_Learning.pdf)

- provide appropriate documentation to guide employment decisions.

The WSESU Supervision and Evaluation System recognizes four domains that are essential to effective professional practice: planning and preparation, classroom environment, instruction, and professional responsibilities. This system incorporates the latest research on teaching and learning. The system provides opportunities for professional growth through differentiated approaches that are influenced by the teacher's developmental and achievement level. This system recognizes the personal nature of growth and is designed to provide options for professional development. It is essential that the teacher maintains a personal commitment to his or her own professional growth and accepts the personal responsibility for professional improvement.

What are the characteristics of the WSSU Teacher Supervision and Evaluation System that promotes quality instruction? The system:

- incorporates best teaching practices as outlined in the <u>The Skillful Teacher </u>by John Saphier and Robert Gower (Research for Better Teaching, 1997);
- builds upon the teaching standards as described in Charlotte Danielson's <u>Enhancing Professional Practice: A Framework for Teaching </u>(Association for Supervision and Curriculum Development, 1996) and resources from <u>Diagnostic Classroom Observation: Moving Beyond Best Practice</u> (Saginor, 2008) (Corwin Press);
- is grounded in the research on Professional Learning Communities (DuFour and Eaker, 1994) and the professional growth benefits of action research;
- utilizes multiple sources of data from assessments of student performance, including state assessments;
- includes reflection by teacher and follow-up by both the teacher and administration.

Professional growth will be supported because the system:

- relies on active teacher participation, collaboration, and initiative
- expects reflective teaching practice
- expects teachers to use multiple sources of data to guide instruction
- is supported by a comprehensive professional development system
- connects supervision/evaluation activities with licensure process
- provides opportunities for peer conferencing and mentoring, action research, use of portfolios and attendance at conferences
- provides support for and differentiates between various levels of teaching experience and performance (i.e. beginning and experienced, successful and those on Structured Assistance)
- supports annual goal setting that results in actions that are worth undertaking

Our system provides appropriate documentation for decisions on contract renewal because it:

- establishes clear and consistent standards
- defines all steps in the process
- provides opportunity for teacher input and response
- provides structured opportunities to improve

Differentiated Teacher Supervision and Evaluation System

To best recognize and meet differing needs of professionals, four separate groups with differing supervision and evaluation processes have been established. For all groups, an observation will consist of a pre-conference, a minimum of one classroom observation, a post-conference, and a teacher reflection. Prior to the pre-conference, teachers will be asked to fill out the Pre-conference form (Appendix A) and bring completed form with supporting materials to the pre-conference. Within five (5) school days of the classroom observation, the teacher will receive an observation form with comments that will encompass elements of Domains 1, 2, and 3. If the teacher does not receive this within the 5 school days, he/she has the right to request it.

Following receipt of these documents, the teacher will complete: 1) a post-observation reflection form and 2) a professional responsibility reflection form, and bring both of these to the post-observation conference, to be scheduled within five (5) days of receipt of the forms with administrator comments. In addition, informal walk-throughs may be conducted at any time but will not be considered in the written report. The final evaluation form will reflect *elements* of all of the above (See Appendix E). The only forms in this observation cycle that will become part of the teacher's permanent file to be sent to the Supervisory Union office will be the Final Evaluation Form in Appendix E along with any responses or input that the teacher may wish to include. The administration reserves the right to formally observe a teacher in any group at any time.

GROUP A: This group includes first and second year teachers, teachers on probationary contracts (*per Title 16 ¶ 1752 (2))*, professionals new to WSESU, and may include WSESU teachers who transition to new assignments. The emphasis will be on supervision and support. Each year, teachers in GROUP A will be observed a minimum of twice a year, and will have mentor support the first year. If an administrator deems it necessary mentoring maybe extended an additional year. Membership in Group A lasts two years. (The principal reserves the right to move an experienced teacher in Group A to Group B at the end of year one). At the end of the second year, the teacher will either be issued a new contract and will join Group B, or not be offered a continuing contract.

GROUP B: This group is composed of teachers with professional status and is organized around a three-year repeating cycle.

Phase 1: In the observation year (formerly known as B2**)**, teachers will undergo the evaluation process as described above.

Phase 2: In the goal-setting year (formerly known as B3, also includes teachers exiting Group A having been observed for two consecutive years and renewed for year 3), teachers will use feedback from the evaluation and their reflections to set a minimum of two and a maximum of three goals, approved by their administrator, which will frame their professional development for the year. (See Appendix F).

Phase 3: In the action research year (formerly known as B1) each teacher will individually or with a cohort group, design an action research project with the goal of expanding their professional repertoire, based on current research and with administrator approval. (See Appendix G)

GROUP C*: Teachers in GROUP C group include professional status teachers who have not met WSESU's standard for professional practice as documented through the evaluation process. To place a teacher in Group C, the administrator must have formally observed the teacher a minimum of two times in one year and have documented in writing any issues that need to be addressed. The standard for placing someone in Group C shall be "a preponderance of evidence" from all data gathered as described in this document, and can be based on any one or more of the Four Domains. (eg: a teacher may be placed in Group C for failure to reach satisfactory performance in Domain 4 and the improvement plan in that case would be limited to activities to address issues identified in Domain 4).

This group will work on an identified area of improvement with their Principal as described in Appendix H. <u>At any time, a Principal may reclassify a teacher into GROUP C as a result of documented need for improvement.</u> Movement from GROUP C will be determined by the documented performance of the teacher in meeting or failing to meet the specified goals of the identified area of improvement. Teachers in GROUP C will be observed a minimum of three times. Teachers will remain in Group C for no more than two (2) full years. They will either demonstrate sufficient improvement and move into Year 1 of Group B or be moved to Group D.

GROUP D*: This group includes teachers who have experienced repeated and/or serious deficiencies in meeting WSESU's standards for professional practice. This process involves Structured Assistance as defined by WSESU's Supervision and Evaluation System in accordance with all applicable Vermont State Laws and School Board Policies. Per the information in Appendix I, an improvement plan to meet the standards will be designed by the teacher's Principal. Teachers in GROUP D will follow an improvement plan and an observation schedule as directed by his/her Principal. The improvement plan will specify the amount of time that the teacher has in which to reach acceptable performance levels. After that period of time, should the teacher not have demonstrated competence, the teacher will be non-renewed.
*Note: Teachers in Group C and D have the right to have a representative of their choice with them at any time during a meeting with their administrator.

APPENDIX A: <u>Planning and Organization - Questions for the Pre-Conference</u>

Teacher _____   School _____

Grade/Subject _____   School Year _____

Conference Date _____   Evaluator _____

Questions/Indicators	Examples of Evidence	Notes
What will you be teaching and how does it fit into the total unit? How will you know if the students are learning? *(Is the lesson aligned with standards or is it simply topic based)?* *(Is the teacher prepared to teach and assess the content of the lesson)?*	• Note the source of the lesson (Does it reflect the standard?) • *Identify the specific concepts and skills to be taught* and how they connect with previous and future lessons. • Describe the planned activities and how they will lead directly to the content, concepts and skills • Identify what assessments are planned and how they will reflect understanding of the concepts • How will instruction be adapted based on formative assessments. **(Bring supporting materials such as lesson plans, assessments, unit plans, etc.).**	
How is the lesson organized for teacher and students to interact? *(How student-centered is the lesson?)*	**How will:** • you interact respectfully with students as individuals, pairs, and small groups • you lead but not dominate discussions • students actively work together in small groups • students converse about what they are learning • you allow adequate time for student reflection	
How will the students have an opportunity to construct their own learning?	**How will:** • students have opportunities to ask their own questions or design investigations, or develop inquiries • students engage in accountable talk • students manipulate equipment and materials • students gather, record, or analyze data • students make notes, drawings, or summaries in notebook • students apply what they learn to real world situations	
Describe your students and how you approach their differences? *(Does the lesson address developmental levels, learning styles, and equity of access and opportunity)?*	**How will:** • diverse learning styles be addressed with multiple opportunities to interact with the content (i.e.: group work, individual work, varied activities) • assignments or tasks be accessible to ALL Students • students from underrepresented groups be fully engaged in activities and conversations	
How will you end the lesson? *(Is there adequate wrap-up and closure planned)?*	**How will:** • time be available for students to articulate what was learned • students attain closure (exit tickets, give conclusions)	
Does the lesson plan incorporate student and/or teacher use of technology?	**How will:** • students use computers, graphing calculators, SmartBoards, microscopes, or other technological tools in small groups or individually	

APPENDIX B: Teacher Observation Report
(Evaluator may develop an alternative format but with the same content)

Teacher: _____   **School:** _____

Date: _____   **Time:** _____   **Pre-Conference held:** _____

This form focuses on performance standards that likely will be observed in a formal observation.

DOMAIN II:	**SPECIFIC EXAMPLES:**
Classroom Environment **Responsiveness and Rapport** **Establishing a culture for learning** **Managing classroom procedures** **Managing student behavior**	
DOMAIN III: Instruction Implements lessons that are designed to intentionally lead to the understanding of clearly articulated standards or concepts. **Communicating clearly and accurately** **Using questioning and discussion techniques** **Engaging ALL students in learning** **Providing feedback to students** **Demonstrating flexibility**	**SPECIFIC EXAMPLES:**

Evaluator/Observer: _____ **Title:** _____

Teacher: _____**Date:** _____

Teacher signature indicates only that the teacher has read the observation report and has been informed of their right to comment on the report and to have those comments included in the file with the report. The signature does not necessarily indicate agreement with the observation report.

Teacher response (optional):

APPENDIX C: - LESSON REFLECTION FORM (To be used in assessing Component 4b)

Teacher: _____ **School:** _____

Date of observation: _____ **Time:** _____ **Pre-Conference held:** _____

Attach additional sheets if necessary. Include copies of student work or other evidence of student learning.

1. What was the standard or concept that you were observed teaching?

2. How did you assess the students' learning?

3. Discuss the results of your lesson in terms of the extent to which the students achieved the learning intentions. Use evidence from student work or discourse. (Note and explain any extenuating circumstances that affected the outcome of the lesson).

4. Discuss the next steps you plan to take based on that evidence.

APPENDIX D: <u>Professional Responsibilities Reflection Form</u>

Teacher:_____   Date:_____

Domain 4: Professional Responsibilities Components	Evidence of professional practice
4a: Compliance with Administrative and Committee Policies and Procedures	
4b: Reflecting on Teaching	
4c: Maintaining Accurate Records	
4d: Communicating with Families	
4e: Contributing to the School, District and Profession	
4f: Showing Professionalism	

APPENDIX E: Final Evaluation Report

Teacher:_____Evaluator_____Date:_____

Observation date:_____Pre-Conference held:_____

Current Group A_____B_____C_____D____

This form is a summative evaluation that addresses all four Domains and includes information from pre-conferences, observations, post-reflection, and other information gathered, student artifacts, and other demonstrations of professional practice.

DOMAIN I: Planning and Preparation • Demonstrates knowledge of content • and pedagogy • Demonstrates understanding of students • Selecting instructional materials • Designing coherent instruction • Assessing student learning	**Performance level (May refer to Pre-Conference Form for evidence)** *Does not meet: Meets:_ Exceeds:*
DOMAIN II: Classroom Environment • Responsiveness and Rapport • Establishing a culture for learning • Managing classroom procedures • Managing student behavior	**Performance level (May refer to Observation Form for evidence)** *Does not meet: Meets:_ Exceeds:*
DOMAIN III: Instruction Implements lessons that are designed to intentionally lead to the understanding of clearly articulated standards or concepts. Communicating clearly and accurately Using questioning and discussion techniques Engaging ALL students in learning Providing feedback to students Demonstrating flexibility	**Performance level (May refer to Observation Form for evidence)** *Does not meet:____Meets:_____Exceeds:_____*
DOMAIN IV: Professional Responsibilities Reflecting on teaching Maintaining accurate records Communicating with families Contributing to the School and District Growing and developing professionally Showing professionalism	**Performance level (Give specific examples and may refer to Observation Form for evidence)** *Does not meet:____Meets:_ _____Exceeds:_____*

Evaluator/Observer: _____ **Title:** _____

Teacher: _____ **Date:** _____

Group Assignment for next school year: _____

Teacher signature indicates only that the teacher has read the Final Evaluation report and has been informed of their right to comment on the report and to have those comments included in the file with the report. The signature does not necessarily indicate agreement with the observation report.

Teacher response (optional):

Goal Setting Sheet Group B, Year 2

Teacher:_____**School:**_____

INSTRUCTIONS: Goals will be collaboratively established by the teacher and his/her supervisor. A minimum of two and no more than three goals will be established. Goals should address improvement in instruction based on performance reports, professional feedback, and school district, and state expectations.

	Goal #1	**Goal #2**	**Goal #3**
1. Goals:			
Connections: (…to school's expectations for student performance, district's strategic plan, or state standards)			
Strategies for Achieving Goal			
Evidence of Attainment			

GOAL #

Identified Need for Goal (Please be specific)	Anticipated Outcomes (Please be specific)	Action Steps and Progress Indicators	Expected Completion Date

For additional goals, copy template to next page.

Staff Member/Date: _____

Principal or Program Director/Date: _____
cc: Personnel File

APPENDIX G: Action Research Template

Group B Year 3

Teacher(s): _____;_____;_____;

1. Identify Your Focus; develop a statement of need:

- Explain and describe the instructional strategy or instructional intervention that you wish to study.
- What evidence did you use to decide that there was a need for a new strategy/intervention?
- Why did you choose this strategy to address the need?

2. Develop an Action Research Question: WHAT WILL IMPACT WHAT?

- The question should include an *independent variable* (the strategy or intervention) and a *dependent variable* (what you hope will be impacted by the strategy or intervention).

- Example: "What is the effect of *Close Reading Strategies* on *comprehension*?
- Example 2: "What is the effect of *Google Docs Collaborative Editing* on *student writing*?

3. List the literature or other sources will you research

Sources:	Summary of Learning:

4. Planning for your action research:

- In what curriculum area will you implement this strategy?
    - Grade Level(s):
    - Subject:
    - Student Group Description

- What method of pre and post data are you planning to use?

5. Make a timeline outlining the steps in your action research:

Date and Time	Action	Comments

(Answer on a separate sheet and attach)

6. What effect did the implementation of this strategy have on student learning and/or engagement? Please provide both qualitative and quantitative data.

7. What adjustments are needed in the strategy or the implementation?   As time allows, reintroduce the revised strategy and monitor the results.

Improvement in Identified Area (s) – Group C

Teacher:_____   Current Group : C_____D____   Date_____
Evaluator_____   Position:_____

1.   According to the summative evaluation(s) on _____and/or other information, the following area(s)
         need(s) improvement:

2.   Expectations for improvement:

3.   Plan for improvement that identifies goal(s), action plan, appropriate resources, and a timeline. (Form on reverse side)

_____   _____
   Teacher Signature   Date

_____   _____
   Evaluator's Signature   Date

4.   Results of action undertaken during the year

Progress Sufficient to move to Group B_____Some Progress Made, Remain in Group C_____Not sufficient progress, Move to Group D _____

_____ _____   _____ _____
   Teacher Signature   Date   Evaluator's Signature   Date

Appendix H (reverse side)
Goals for identified improvement

Goal	Action Plan	Resources Needed	Evidence for Attainment	Timeline

APPENDIX I
STRUCTURED ASSISTANCE
(Group D)

The schedule for teachers on Structured Assistance will be determined by the Principal or Program Director depending on the severity of the need for teacher improvement. Sufficient time will be provided for the teacher to demonstrate improvement. The Principal or Program Director, in consultation with the Superintendent, will develop an Improvement Plan based on the Standards of Professional Practice and Timeline.

Structured Assistance Plan for Continuing Contract Staff :

For teachers identified as requiring additional support, the evaluator will:

1. Identify the area(s) of concern or deficiency, referring to classroom or other relevant observations and/or data that describe and document these area(s).
2. Clearly express expectations for improved performance in writing.
3. Outline a plan for improvement that identifies appropriate resources and help to assist the teacher to improved performance.
4. Identify a qualified colleague as a mentoring support (if appropriate). This colleague must be on a continuing contract it is desirable to have and have training as a mentor.   This colleague would not be an evaluator.
5. Establish a monitoring system that may include a specific number of observations and/or conferences.
6. Provide a reasonable and specific time period in which improvement must be made and a review completed. Depending upon the concerns, this time frame may typically range from one to ten months.

Structured Assistance – Assessment of Progress:

At the conclusion of an appropriate time period established by the Principal or Program Director for performance improvement, the Principal or Program Director will provide the teacher with a formal written assessment that contains:

1. A record of the assistance provided
2. A record of the observations/data and/or conferences conducted or held to monitor performance
3. An assessment of performance in the area(s) of identified concern or deficiency
4. A clear statement of the status of the concern, i.e. whether resolved or in need of further action
5. Identification of adjustments and parameters involving the seriousness of a continued concern:
    a. An extension of the terms and time limits of the existing plan
    b. Revision of the assistance plan to include other strategies and support

       c. Other administrative actions up to and including recommendation for termination of employment

A copy of any written assessment will be given to the teacher, the Principal or Program Director will keep one, and the original will be forwarded to the Superintendent's Office for inclusion in the employee's permanent personnel record. The teacher has the right to review the written assessment before it is filed and may attach written comments. The teacher may have a union representative at all evaluation conferences if desired and requested. The Principal or Program Director may include other evaluators to assist in this process.

If the teacher meets the standards successfully, his or her supervision would resume as described under Group B.

If the teacher does not meet the standards for improved performance and the Principal determines that there is no reasonable basis for extending the timeframe or revising the plan of assistance, the evaluator will recommend non-renewal to the Superintendent of Schools. The Superintendent will meet with the teacher to discuss separation from the position.

WINDSOR SOUTHEAST SUPERVISORY UNION
STANDARDS FOR PROFESSIONAL PRACTICE

Domain 1: Planning and Preparation

1a: Demonstrating Knowledge of Content and Pedagogy
1b: Demonstrating Understanding of Students
1c: Selecting Instructional Goals

1d: Demonstrating Knowledge of Resources
1e: Designing Coherent Instruction
1f: Assessing Student Learning

Domain 3: Instruction
Implements lessons designed to intentionally lead to the attainment of stated standards, objectives, or understanding of essential questions. *

3a: Communication Clearly and Accurately
3b: Using Questioning and Discussion Techniques
3c: Engaging ALL Students in Learning
- Activities are specifically designed to ensure the participation of all students. *
- Groupings maximize the ability of all students to participate. *

3d: Providing Written and Component Oral Feedback to Students
3e: Demonstrating Flexibility
* adapted from Diagnostic Classroom Observation (Saginor, 2008)

Domain 2: The Classroom Environment

2a: Creating an Environment of Respect, Responsiveness, and Rapport
2b: Establishing a Culture for Learning
2c: Managing Classroom Procedures
2d: Managing Student Behavior

Domain 4: Professional Responsibilities

4a: Compliance with Administrative/Committee Policies and Procedures
4b: Reflecting on Teaching
4c: Maintaining Accurate Records
4d: Communicating with Families
4e: Contributing to the School, District and Profession
4f: Showing Professionalism

APPENDIX K
WINDSOR SOUTHEAST SUPERVISORY UNION
STANDARDS FOR PROFESSIONAL PRACTICE RUBRICS
Domain 1: PLANNING AND PREPARATION

Component 1a: Demonstrating Knowledge of content and Pedagogy

STANDARD	LEVELS OF PERFORMANCE		
	DOES NOT MEET	MEETS	EXCEEDS
Knowledge of Content	Teacher makes content errors and/or does not correct student's content errors.	Teacher displays solid content knowledge and makes connections between content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
Knowledge of Prerequisite Relationships	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
Knowledge of Content Related Pedagogy	Teacher displays little understanding of pedagogy involved in student learning of the content.	Pedagogical practices reflect current research on best pedagogical practice within a discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.

Domain 1: PLANNING AND PREPARATION
Component 1b: Demonstrating Understanding of Students

STANDARD	LEVELS OF PERFORMANCE		
	DOES NOT MEET	MEETS	EXCEEDS
Understanding of Characteristics of Age Group	Teacher displays minimal understanding of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to patterns.	Teacher displays thorough understanding of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
Understanding of Students' Varied Approaches to Learning	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."	Teacher consistently demonstrates thorough understanding of varied approaches to learning that students exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
Understanding of Students' Skills and Knowledge	Teacher displays little understanding of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher displays understanding of students' skills and knowledge for groups of students.	Teacher displays understanding of individual student's skills and knowledge, including those with special needs.
Understanding of Students' Interest and Cultural Heritage	Teacher displays little understanding of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher displays understanding of the interests or cultural heritage of groups of students.	Teacher displays understanding of the interests or cultural heritage of individual student.

Domain 1: PLANNING AND PREPARATION
Component 1c: Selecting Instructional Goals

STANDARD	LEVELS OF PERFORMANCE		
	DOES NOT MEET	MEETS	EXCEEDS
Value Expectations	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.	Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
Clarity	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Most of the goals are clear but may include a few activities. Most permit viable methods of assessment.	All the goals are clear, written in the form of student learning, and permit viable methods of assessment.
Suitability for Diverse Students	Goals are not suitable for the class.	All the goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups.
Balance	Goals reflect only one type of learning and one content area.	Goals reflect several different types of learning and opportunities for integration.	Goals reflect student initiative in establishing important learning.

Domain 1: PLANNING AND PREPARATION
Component 1d: Demonstrating Knowledge of Resources

STANDARD	LEVELS OF PERFORMANCE		
	DOES NOT MEET	MEETS	EXCEEDS
Resources for Teaching	Teacher is unaware of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through community.
Resources for Students	Teacher is unaware of resources available to assist students who need them.	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.

Domain 1: PLANNING AND PREPARATION
Component 1e: Designing Coherent Instruction

STANDARD	LEVELS OF PERFORMANCE		
	DOES NOT MEET	MEETS	EXCEEDS
Learning Activities	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research, including interdisciplinary approaches.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflect recent professional research including interdisciplinary approaches.
Instructional Materials and Resources	Materials and resources do not support the instructional goals or engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
Instructional Groups	Instructional groups do not exist or do not support the instructional goals and offer no variety.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.

Domain 1: PLANNING AND PREPARATION
Component 1e: Designing Coherent Instruction (Continued)

STANDARD	LEVELS OF PERFORMANCE		
	DOES NOT MEET	**MEETS**	**EXCEEDS**
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a clearly defined structure around which activities are organized. Time allocations are reasonable.	The lesson or unit structure is clear and allows for different pathways according to student needs.

Domain 1: PLANNING AND PREPARATION
Component 1f: Assessing Student Learning

STANDARD	LEVELS OF PERFORMANCE		
	DOES NOT MEET	**MEETS**	**EXCEEDS**
Congruence with Instructional Goals	Content and methods of assessment lack congruence to instructional goals.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach is completely congruent with the instructional goals, both in content and process.
Criteria and Standards	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
Use for Planning	The assessment results effect planning for these students only minimally.	Teacher uses assessment results to plan for and with individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps.

Domain 2: THE CLASSROOM ENVIRONMENT
Component 2a: Creating an Environment of Respect and Rapport

STANDARD	LEVELS OF PERFORMANCE		
	DOES NOT MEET	**MEETS**	**EXCEEDS**
Teacher Interactions with Students	Teacher interactions with some students is negative, demeaning, sarcastic, or inappropriate to the age and/or cultural norms of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms of the students. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for each student. Students exhibit respect for teacher as an individual, beyond that for the role.
Student Interactions	Student interactions are characterized by conflict, sarcasm, or put-downs.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individual learners and as students.

Domain 2: THE CLASSROOM ENVIRONMENT
Component 2b: Establishing a Culture for Learning

STANDARD	LEVELS OF PERFORMANCE		
	DOES NOT MEET	MEETS	EXCEEDS
Importance of the Content	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher conveys a genuine enthusiasm for the content and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students respond to teacher expectations for high quality work, and demonstrate pride in their work.	Students take pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high quality work is displayed.
Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

Domain 2: THE CLASSROOM ENVIRONMENT
Component 2c: Managing Classroom Procedures

STANDARD	LEVELS OF PERFORMANCE		
	DOES NOT MEET	**MEETS**	**EXCEEDS**
Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
Management of Transitions	Much time is lost during transitions	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
Management of Materials, Supplies, and Furniture	Materials, supplies and furniture are arranged inefficiently, resulting in loss of instructional time.	Routines for handling materials, supplies and furniture occur smoothly, with little loss of instructional time.	Routines for handling materials, supplies and furniture are seamless, with students assuming some responsibility for efficient operation.
Performance of Non-Instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Management of Volunteers and Paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties and to nothing most of the time.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

Domain 2: THE CLASSROOM ENVIRONMENT
Component 2d: Managing Student Behavior

STANDARD	LEVELS OF PERFORMANCE		
	DOES NOT MEET	**MEETS**	**EXCEEDS**
Expectations	No standards of conduct have been established, or students are confused as to what the standards are.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and have been developed with student participation.
Monitoring of Student Behavior	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to Student Misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect student dignity.	Teacher response to misbehavior is appropriate and successful and respects student dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Domain 3: INSTRUCTION
Component 3a: Communicating Clearly and Accurately

STANDARD	LEVELS OF PERFORMANCE		
	DOES NOT MEET	MEETS	EXCEEDS
Directions and Procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' ages and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

Domain 3: INSTRUCTION
Component 3b: Using Questioning and Discussion Techniques

STANDARD	LEVELS OF PERFORMANCE		
	DOES NOT MEET	MEETS	EXCEEDS
Questioning Techniques	Teacher's questions lack variety and are virtually all at lower levels of cognitive thinking.	Teacher usually employs a wide variety of questions at different levels of cognitive thinking. Adequate time is available for students to respond.	Teacher consistently employs a wide variety of questions at different levels of cognitive thinking. Adequate time is available for students to respond. Students formulate many questions.
Discussion Techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Classroom interaction represents true discussion, with teacher stepping to the side when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student Participation	Teacher mediates all questions and answers with only a few students participating in and attending to class discussion.	Teacher successfully engages all students in the discussion, allowing students to take the lead when appropriate.	Students assume considerable responsibility for the success of the discussion. Students initiate topics and make unprompted contributions.

Domain 3: INSTRUCTION
Component 3c: Engaging Students in Learning

STANDARD	LEVELS OF PERFORMANCE		
	DOES NOT MEET	**MEETS**	**EXCEEDS**
Presentation of Content	Teacher presents content in an inappropriate and unclear fashion, using poor examples.	Teacher presents content in an appropriate and clear fashion, linking information with students' knowledge and experience. Implements lessons designed to intentionally lead to the attainment of stated standards, objectives, or understanding of essential questions. *	Teacher presents content in an appropriate and clear fashion, linking information with students' knowledge and experience. Students contribute to the presentation of content.
Activities and Assignments	Activities and assignments are inappropriate given students' ages or backgrounds. Students are not cognitively engaged.	Most activities and assignments are appropriate to students' ages and backgrounds. Almost all students are cognitively engaged. Activities are specifically designed to ensure the participation of all students. *	All students are cognitively engaged in the activities and assignments in their exploration of content. To enhance understanding, students initiate or adapt activities and projects.
Grouping of Students	Instructional groups are inappropriate to the students and the instructional goals.	Almost all instructional groups are productive and fully appropriate to the students and/or to the instructional goals of the lesson. Groupings maximize the ability of all students to participate. *	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.

*Adapted from Diagnostic Classroom Observation (Saginor, 2008)

Domain 3: INSTRUCTION
Component 3c: Engaging Students in Learning (Continued)

STANDARD	LEVELS OF PERFORMANCE		
	DOES NOT MEET	**MEETS**	**EXCEEDS**
Instructional Materials, Resources and Technology	Instructional materials, resources and technology are inappropriate to the instructional goals and/or do not cognitively engage students.	Instructional materials, resources and technology are appropriate to the instructional goals and cognitively engage students.	Instructional materials, resources and technology are appropriate to the instructional goals and engage students. Students initiate the choice, adaptation, or creation of materials to enhance their own learning.
Structure and Pacing	The lesson has no clearly defined structure. Pacing of the lesson is too slow or rushed, or both.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent for all students.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

Domain 3: INSTRUCTION
Component 3d: Providing Written and Oral Feedback to Students

STANDARD	LEVELS OF PERFORMANCE		
	DOES NOT MEET	**MEETS**	**EXCEEDS**
Quality: Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or is of poor quality.	Feedback is consistently provided, and is of high quality. Some provision is made for students to use feedback in their learning.	Feedback is consistently provided, and is of high quality. Provision is regularly made for students to use feedback in their learning.
Timeliness	Feedback is not provided in a timely manner.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

Domain 3: INSTRUCTION
Component 3e: Demonstrating Flexibility and Responsiveness

STANDARD	LEVELS OF PERFORMANCE		
	DOES NOT MEET	**MEETS**	**EXCEEDS**
Monitors and Adjusts	Teacher adheres rigidly to an instructional plan, even when an adjustment will clearly improve a lesson.	Teacher monitors and makes minor adjustments to a lesson, and the adjustment occurs smoothly.	Teacher successfully monitors students and makes a major adjustment to a lesson as needed.
Response to Students	Teacher ignores and/or fails to respond appropriately to students' questions or interests.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning building on a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	Teacher persists in seeking approaches for students who have difficulty learning, using a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

Domain 4: PROFESSIONAL RESPONSIBILITIES
Component 4a: Compliance with Administrative/School Committee Policies and Procedures

STANDARD	LEVELS OF PERFORMANCE		
	DOES NOT MEET	**MEETS**	**EXCEEDS**
Policies and Procedures	Teacher does not comply with school building and school district policies and procedures.	Teacher complies with school building and school district policies and procedures.	Teacher complies with school building and school district policies and procedures and participates in school and/or district committees to review policies and procedures.
Assigned Responsibilities	Teacher does not accept and fulfill assigned responsibilities and duties in a prompt and efficient manner.	Teacher accepts and fulfills assigned responsibilities and duties in a prompt and efficient manner.	Teacher accepts and fulfills assigned responsibilities and duties in a prompt and efficient manner and seeks additional responsibilities for the betterment of the school or district.

Domain 4: PROFESSIONAL RESPONSIBILITIES
Component 4b: Reflecting on Teaching

STANDARD	LEVELS OF PERFORMANCE		
	DOES NOT MEET	**MEETS**	**EXCEEDS**
Accuracy	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	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.
Use in Future Teaching	Teacher has no suggestions for how a lesson may be improved another time.	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.

Domain 4: PROFESSIONAL RESPONSIBILITIES
Component 4c: Maintaining Accurate Records

STANDARD	LEVELS OF PERFORMANCE		
	DOES NOT MEET	MEETS	EXCEEDS
Student Completion of Assignments	Teacher's system for maintaining information on student completion of assignments is disorganized and ineffective.	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 maintenance of records.
Student Progress in Learning	Teacher's system for maintaining information on student progress is disorganized and ineffective.	Teacher's system for maintaining information on student progress is effective.	Teacher's system for maintaining information on student progress is fully effective. Students participate in charting their own progress.
Non-Instructional Records	Teacher's records for non-instructional activities are disorganized, resulting in errors and confusion.	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.

Domain 4: PROFESSIONAL RESPONSIBILITIES
Component 4d: Communicating with Families

STANDARD	LEVELS OF PERFORMANCE		
	DOES NOT MEET	MEETS	EXCEEDS
Information About the Instructional Program	Teacher provides little or no information to families about the instructional program.	Teacher provides frequent information about the instructional program to families as appropriate.	Teacher provides frequent information about the instructional program to families, as appropriate. Students participate in preparing materials for their families.
Information About Individual Students	Teacher provides minimal information to families and does not respond or responds inappropriately to parent concerns about their child.	Teacher communicates with families about student's progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to families frequently on both positive and negative aspects of student's progress. Response to parent concerns is handled appropriately.
Engagement of Families in the Instructional Program	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	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 enhancing family participation.

Domain 4: PROFESSIONAL RESPONSIBILITIES
Component 4e: Contributing to the School, District and Profession

STANDARD	LEVELS OF PERFORMANCE		
	DOES NOT MEET	MEETS	EXCEEDS
Relationships with Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher's relationships with colleagues are supportive and cooperative.	Teacher's relationships with colleagues are supportive and cooperative. Teacher takes initiative in assuming leadership in establishing such relationships among the faculty.
Service to the School	Teacher avoids becoming involved in school events.	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.
Participation/Contribution to School, District and Profession	Teacher avoids becoming involved in school and district projects.	Teacher volunteers to participate in school district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, assumes a leadership role in a major school or district project, and/or participates in activities which contribute to the profession such as mentoring, writing an article, or making a presentation.

Domain 4: PROFESSIONAL RESPONSIBILITIES
Component 4f: Showing Professionalism

STANDARD	LEVELS OF PERFORMANCE		
	DOES NOT MEET	MEETS	EXCEEDS
Service to Students	Teacher is not alert to student's needs.	Teacher is moderately active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.
Advocacy	Teacher contributes to school practices that result in 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.
Decision Making	Teacher makes decisions based on self-serving interests.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or department decision making and helps ensure that such decisions are based on the highest professional standards.