



2023 – 2024

Instructional Evaluation Procedures



Flagler County Public Schools

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1. Performance of Students

All instructional personnel shall have the percentage of their evaluation based on student performance set at 33% as required by law. The by-laws of scoring are set by the district's evaluation committee to ensure that student performance is tied to specific students serviced by employees in the specific subject areas serviced (direct instruction or support).

For classroom teachers newly hired by the district and all instructional personnel, the student performance measure and the calculation used is linked specifically to the grade levels and subject areas serviced by the employee. Flagler County will allow the principal to determine the specific student performance measure specific to the instructional personnel that are newly hired for their first performance evaluation during their first year of employment within the district. Flagler County utilizes an evaluation committee to determine the specific performance criteria and calculations based on actual student performance as related to pre-measure data (typically most recent state reading or math scale scores). R2 values are analyzed and growth formulas are adopted by the committee. When student performance data arrives, the district personnel calculates student performance for each teacher as compared to the district trend-line of performance based. Expected student performance is differentiated based on the class average entering scale score, or in rare cases, the class average entering achievement level. Cut scores established by the evaluation committee are placed on rubrics and teachers are scored based on their student performance as it falls on these adopted rubrics.

Percentages of performance indicators are weighted based on the time and number of students serviced by the employee. These performance indicators have a possible score range from a score of 1.0-4.0 (similar to a G.P.A. system). For teachers who receive a state VAM score of Unsatisfactory, a G.P.A. value of 1.0 will be assigned for that VAM course. For teachers who receive a state VAM score of Needs Improvement/Developing, a G.P.A. value of 2.0 will be assigned for that VAM course. For teachers who receive a state VAM score of Effective, a G.P.A. value of 3.0 will be assigned for that VAM course. For teachers who receive a state VAM score of Highly Effective, a G.P.A. value of 4.0 will be assigned for that VAM course. For all other courses in the district, a common premeasure is used and a district trend-line is drawn using the pre-measure and how it compares to the post-measure (district final exam). An R2 value and equation of growth is determined. The teachers are then compared to the district trend-line and assigned G.P.A. values based on where their students scored compared to the district trend-line. The Flagler County Evaluation Committee assigns cut scores for each exam to determine whether a teacher scores a 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, or 4.0. These numbers are then taken and combined to create a cumulative GPA based on all student performance measures combined. Once the cumulative "G.P.A." is determined for all student performance measures combined, those scores are entered into the Flagler County Schools SPI calculator which weights the final "G.P.A." by 66 to give a teacher a maximum of 264 points for this component of their evaluation.

Flagler County only uses the most recent three years of data for instructional evaluations. If less than three years of data is available in the subject area for a teacher, those years are used for the teacher's student performance indicator (SPI score). If only one year of data is available, the single year is used. The point total for the student performance component shall be equal to 264 points out of 800 possible.

Flagler County utilizes a "Student Performance Indicators" system that documents the usage of all student learning components included in employee evaluations, including VAM. Those results are calculated as one-third of the total evaluation for instructional personnel.

The Flagler County evaluation committee meets regularly to determine the appropriate measures for student performance for courses not measured by statewide standardized assessments. Those measures include nationally recognized exams such as AP exams, IB exams, Industry Certification exams, common district final exams for a significant majority of our courses, as well as principal approved/teacher created exams for a few courses. Teachers in Flagler County were brought in to take part in the development of Content Focus Reports (CFRs) which ultimately acted as blueprints for their common district finals. From these blueprints, the Flagler County curriculum department developed common district final exams using items from the Florida Item Bank and Test Platform. These CFR's were then communicated to principals, teachers, and made public to parents. For any courses that did not have a common district final developed, Flagler County allowed (still allows) the use of a "principal approved final exam." There are only a few courses in our county that use principal approved final exams due to the fact that our county did not find items in the state item bank and test platform to build tests from. Any courses not identified on the Flagler County Common District Final list will utilize a principal approved final exam as their student performance measure.

For instructional personnel who are not classroom teachers, the Flagler County evaluation committee determines the appropriate student performance measures and criteria to be included in their evaluations based on the employee's job description, job title, as well as the reason why they were hired. VAM is used in Flagler County for grades 4-10 Reading/Language Arts, Grades 4-8 math, Grade 8 Algebra I, and Grade 9 Algebra I.

2. Instructional Practice

62% of the teacher’s overall evaluation score, shall be the Instruction Practice piece (i.e. observation). The four Domains built within the instructional practice rubric each contains a weighting from one to four. Unsatisfactory = 1 point, Needs Improvement = 2 points, Effective = 3 points, Highly Effective = 4 points. Along with each domain are areas of indicators with different weights totaling 496 points. See example on next page.

Flagler Schools has adopted the Danielson’s framework. The Danielson’s framework for teaching, identifies aspects of a teacher’s responsibilities that empirical studies have demonstrated as promoting improved student learning. Because teaching is an extremely complex activity, this framework is useful in laying out the various areas of competence in which professional teachers need to develop expertise. Danielson divides the complex activity of teaching into twenty-two components clustered into four domains of teaching responsibility: (1) *planning and preparation*, (2) *the classroom environment*, (3) *instruction*, and (4) *professional responsibilities*.

RATING CALCULATION PROCEDURES

Following the completion of formal and informal observations and receipt of student learning growth data, the administrator will assign a rating to each of the components on the Annual Teacher Assessment Form.

The levels of performance are defined as follows:

Highly Effective: Refers to professional teaching that innovatively involves students in the learning process and creates a true community of learners. Teachers performing at this level are master teachers and leaders in the field, both inside and outside of their school.

Effective: Refers to successful, professional teaching that is consistently at a high level.

Needs Improvement or Developing: Refers to teaching that reflects the necessary knowledge and skills to be effective, but its application is inconsistent. “Needs Improvement” will be used for teachers with 3+ years of experience. “Developing” will be used for teachers with 3 years or less experience and for experienced teachers new to the district.

Unsatisfactory: Refers to teaching that does not convey understanding of the concepts underlying the component. This level of performance is doing harm in the classroom.

Rubrics exist for each component within the four domains, with ratings as follows:

Exemplary – Highly Effective

Evidence of high levels of knowledge, implementation, and integration of performance standards along with evidence of leadership initiative and willingness to model and/or serve as a mentor for colleagues. (Score of no less than 403)

- Performance is aligned with exemplars for each performance indicator.
- Performance is consistent, exemplary, and represents a model for teachers.
- Performance exceeds expectation.

Proficient – Effective, Accomplished

Evidence of increased knowledge, implementation, and integration of performance standards. Evidence of a clear proficiency and skill in the performance area. (Score of no less than 310)

- Performance is aligned with exemplars for each performance indicator.
- Performance meets expectations.

Basic – Needs Improvement, Developing

Evidence of basic knowledge and implementation of performance standards. Integration of performance standards is not evident. Teacher is making progress towards proficiency. (Score of no less than 217)

- Performance is minimally aligned with exemplars for one or more performance indicators.
- Performance on one or more of the performance indicators is inconsistent or not evident.
- Performance does not adequately meet expectations.

Unsatisfactory – Action Required

Little or no knowledge and minimal implementation of performance standards. Does not meet minimal performance standards and needs substantial improvement. (Score is less than 124)

- Performance is poorly aligned with exemplars for one or more performance indicators.
- Performance is ineffective and unacceptable.
- Specific evidence must justify the “U” rating.

Complete Crosswalk of Flagler Schools’ Framework for Teaching Instrument to the FEAPS

Domain 1:	Planning and Preparation
<p>Domain 1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>FEAP 1A: Aligns instruction with State adopted standards and the appropriate level of rigor</p>	<p>In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline, and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.</p> <p>The elements of component 1a are:</p> <ul style="list-style-type: none"> Knowledge of content and the structure of the discipline <i>Every discipline has a dominant structure, with smaller components or strands, central concepts and skills</i> Knowledge of prerequisite relationships <i>Some disciplines, for example mathematics, have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.</i> Knowledge of content-related pedagogy <i>Different disciplines have “signature pedagogies” that have evolved over time and found to be most effective in teaching.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> Lesson and unit plans that reflect important concepts in the discipline <ul style="list-style-type: none"> Lesson and unit plans that accommodate prerequisite relationships among concepts and skills Clear and accurate classroom explanations Accurate answers to student questions Feedback to students that furthers learning Inter-disciplinary connections in plans and practice <ul style="list-style-type: none"> Lesson plans clearly identify state standards for the specific grade level or subject taught Higher order thinking skills are evidence in teacher questioning and student work samples The learning goal is a clear statement of knowledge or information as opposed to an ability or assignment

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>FEAP 1A: Aligns instruction with State adopted standards and the appropriate level of rigor</p>	<p>In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher’s plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p> <p>Instructional goals are unclear and not aligned with the state standards. Instruction is at an inappropriate level of rigor.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher’s plan and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p> <p>The instructional goals are moderately clear and aligned with state standards and at limited levels of rigor.</p>	<p>Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p> <p>Instructional goals are clearly aligned with state standards and at the appropriate level of rigor.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and how these both to one another and to other disciplines. Teacher’s plans and practice reflect understanding of prerequisite relationships among topics and concepts and link to necessary cognitive structures by students to ensure understanding. Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p> <p>The instructional goals are constructed and clearly aligned with state standards and at the appropriate level rigor.</p>
Critical Attributes	<p><i>Teacher makes content errors</i> <i>Teacher does not consider prerequisite relationships when planning</i> <i>Teacher’s plans use inappropriate strategies for the discipline</i></p>	<p><i>Teacher is familiar with the discipline but does not see conceptual relationships</i> <i>Teacher’s knowledge of prerequisite relationships is inaccurate or incomplete</i> <i>Lesson and unit plans use limited instructional strategies and some are not suitable to the content</i></p>	<p><i>The teacher can identify important concepts of the discipline and their relationships to one another</i> <i>The teacher consistently provides clear explanations of the content</i> <i>The teacher answers student questions accurately and provides feedback that furthers their learning</i> <i>The teacher seeks out content-related professional development</i></p>	<p><i>In addition to the characteristics of “Effective,”</i> <i>Teacher cites intra- and inter-disciplinary content relationships</i> <i>Teacher is proactive in uncovering student misconceptions and addressing them before proceeding</i></p>

Domain 1:	Planning and Preparation
<p>Domain 1b: Demonstrating Knowledge of Students</p> <p>FEAP 2H: Adapts the learning environment to accommodate the differing needs and diversity knowledge of students</p>	<p>Teachers don't teach content in the abstract; they teach it to <i>students</i>. In order to ensure student learning, therefore, teachers must not only know their content and its related pedagogy, but the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed: namely that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school, lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs must be considered when planning lessons and identifying resources that will ensure their understanding.</p> <p>The elements of component 1b are:</p> <ul style="list-style-type: none"> Knowledge of child and adolescent development <i>Children learn differently at different stages of their lives</i> Knowledge of the learning process <i>Learning requires active intellectual engagement</i> Knowledge of students' skills, knowledge, and language proficiency <i>Children's lives beyond school influence their learning</i> Knowledge of students' interest and cultural heritage <i>Children's backgrounds influence their learning</i> Knowledge of students' special needs <i>Children do not all develop in a typical fashion</i> <p>Indicators include:</p> <ul style="list-style-type: none"> Teacher gathers formal and informal information about students for use in planning instruction Teacher learns student interests and needs for use in planning Teacher-designed opportunities for families to share heritage Database of students with special needs Accommodations are noted in lesson plans as needed Differentiated instruction is evident in plans and instructional delivery Physical changes are made to learning environment to best support learning for all students When asked, the teacher can explain the differential effects of the learning environment as it relates to specific classroom strategies and behaviors on specific categories of students. Teacher may use grouping as a strategy to allow students to practice and deepen knowledge that addresses unique student needs or situations Teacher organizes physical layout of the room to facilitate movement and focus on learning Teacher may use physical movement to maintain student engagement (i.e. students may have to use physical movement to respond to questions or use academic games)

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 1b: Demonstrating Knowledge of Students</p> <p>FEAP 2H: Adapts the learning environment to accommodate the differing needs and diversity knowledge of students</p>	<p>Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p>	<p>Teacher indicates the importance of understanding how students learn and the student's backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</p>	<p>Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.</p>	<p>Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</p>
<p>Critical Attributes</p>	<p><i>Teacher does not understand child development characteristics and has unrealistic expectations for students.</i></p> <p><i>Teacher does not try to ascertain varied ability levels among students in the class.</i></p> <p><i>Teacher is not aware of student interests or cultural heritages.</i></p> <p><i>Teacher takes no responsibility to learn about students' medical or learning disabilities.</i></p>	<p><i>Teacher cites developmental theory but does not seek to integrate it into lesson planning.</i></p> <p><i>Teacher is aware of the different ability levels in the class, but tends to teacher to the "whole group."</i></p> <p><i>The teacher recognizes that children have different interests and backgrounds, but rarely draws on their contributions or differentiates those differences.</i></p> <p><i>The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.</i></p>	<p><i>The teacher knows, for groups of students, their levels of cognitive development.</i></p> <p><i>The teacher is aware of the different cultural groups in the class.</i></p> <p><i>The teacher has a good idea of the range of interests of students in the class.</i></p> <p><i>The teacher has identified "high," "medium," and "low" groups of students within the class.</i></p> <p><i>The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning.</i></p> <p><i>The teacher is aware of the special needs represented by the students in the class.</i></p>	<p><i>In addition to the characteristics of "Effective,"</i></p> <p><i>The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</i></p> <p><i>The teacher seeks out information about their cultural heritage from all students.</i></p> <p><i>The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</i></p>

Domain 1:	Planning and Preparation
<p>Domain 1c: Setting Instructional Outcomes</p> <p>FEAP 1B: Sequences lessons and concepts to ensure coherence and required prior knowledge</p> <p>FEAP 5B: Examines and uses data-informed research to improve instruction and student achievement</p>	<p>Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes do not describe what students will <i>do</i>, but what they will <i>learn</i>. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instruction activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1.</p> <p>The elements of component 1c are: Value, sequence, and alignment <i>Students must be able to build their understanding of important ideas from concept to concept</i> Clarity <i>Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment</i> Balance <i>Outcomes must be appropriate for all students in the class</i></p> <p>Indicators include:</p> <ul style="list-style-type: none"> Outcomes of a challenging cognitive level Statements of student learning, not student activity Outcomes central to the discipline and related to those in other disciplines Permit assessment of student attainment Differentiated for students of varied ability Content is organized to build upon previous information Where appropriate, presentation of content is integrated with other content areas, other lessons, and/or units Presentation of content is logical and progresses from simple to complex When asked, the teacher can describe the rationale for how the content is organized and the sequence for instruction Lesson and unit plans include important content identified by the district Lesson plans incorporates student choice and initiatives, grade level appropriate Teacher uses curriculum maps in content sequence and keeps pace with the district pacing guide Lesson plans reflect best practices, strategies, and/or methods that are used to improve student understanding Teacher assess available resources to support student learning needs Teacher can site contemporary research and/or district adopted research-based programs being used

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 1c: Setting Instructional Outcomes</p> <p>FEAP 1B: Sequences lessons and concepts to ensure coherence and required prior knowledge</p> <p>FEAP 5B: Examines and uses data-informed research to</p>	<p>Outcomes represent low expectations for students and lack rigor, not do they all reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.</p> <p>Their lesson is lacking in organization and no connections are made between the content and ideas.</p> <p>The teacher makes no attempt to examine or use data-informed research to improve instruction and student achievement.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.</p> <p>The teacher attempts to organize the content, but there are few connections made between the content.</p> <p>Teacher seeks out data-informed research but does not incorporate strategies.</p>	<p>Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.</p> <p>The teacher scaffolds the information and the relationship between the content is clear.</p> <p>Teacher seeks out data-informed research and incorporates strategies to improve instruction.</p>	<p>All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students. Within lessons, the teacher organizes content in such a way that each piece of information clearly builds on the previous piece. Teacher seeks out data-informed research and effectively incorporates those strategies to improve student instruction.</p>
Critical Attributes	<p><i>Outcomes lack rigor.</i></p> <p><i>Outcomes do not represent important learning in the discipline.</i></p> <p><i>Outcomes are not clear or are stated as activities.</i></p> <p><i>Outcomes are not suitable for many students in the class.</i></p>	<p><i>Outcomes represent a mixture of low expectations and rigor.</i></p> <p><i>Some outcomes reflect important learning in the discipline.</i></p> <p><i>Outcomes are suitable for most of the class.</i></p>	<p><i>Outcomes represent high expectations and rigor.</i></p> <p><i>Outcomes are related to “big ideas” of the discipline.</i></p> <p><i>Outcomes are written in terms of what students will learn rather than do.</i></p> <p><i>Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication.</i></p> <p><i>Outcomes are suitable to groups of students in the class, differentiated where necessary.</i></p>	<p><i>In addition to the characteristics of “Effective,”</i></p> <p><i>Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.</i></p> <p><i>Teacher connects outcomes to previous and future learning.</i></p> <p><i>Outcomes are differentiated to encourage individual students to take educational risks.</i></p>

Domain 1:	Planning and Preparation
<p>Domain 1d: Demonstrating Knowledge of Resources</p> <p>FEAP 2G: Integrates current information and communication technologies</p> <p>FEAP 2I: Utilizes current and emerging assistive technologies that enable students to participate in high quality communication interactions and achieve their educational goals</p>	<p>Student learning is enhanced by a teacher’s skillful use of resources; some of these are provided by the school as “official” materials; others are secured by teachers through their own initiative. Resources fall into several categories: those used in the classroom by students; those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide non-instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and which will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can access the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and assist students who need help in both their academic and non-academic lives.</p> <p>The elements of component 1d are:</p> <ul style="list-style-type: none"> Resources for classroom use <ul style="list-style-type: none"> <i>Materials that align with learning outcomes</i> Resources to extend content knowledge and pedagogy <ul style="list-style-type: none"> <i>Those that can further teachers’ professional knowledge</i> Resources for students <ul style="list-style-type: none"> <i>Materials that are appropriately challenging</i> <p>Indicators include:</p> <ul style="list-style-type: none"> District provided materials Range of texts Guest speakers Internet resources Materials provided by professional organizations Teacher continuing professional development or professional groups <ul style="list-style-type: none"> Community resources Teacher integrates the use of available technology that can enhance students’ understanding of content in a lesson or a unit Teacher incorporates additional materials and technologies outside of provided materials Plans identify available technology that may be used such as interactive whiteboards, wikis, and discussion boards <ul style="list-style-type: none"> Students create ways to address content with technology appropriate for their grade level, projects, power points, reports, pod casts, research papers, and correspondence When asked, the teacher can describe the resources within the classroom that will be used to enhance students’ understanding of the content <ul style="list-style-type: none"> Students that use technology to complete assignments, set personal goals, and self-monitor progress appropriate to their grade level Using technology, students actively select and pursue topics beyond the limitations of the school library <ul style="list-style-type: none"> Not limited to interactive whiteboards, response systems, voting technologies, one-to-one computers, discussion boards, wikis, email, clouds, and blogs

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 1d: Demonstrating Knowledge of Resources</p> <p>FEAP 2G: Integrates current information and communication technologies</p> <p>FEAP 2I: Utilizes current and emerging assistive technologies that enable students to participate in high quality communication interactions and achieve their educational goals</p>	<p>Teacher is unaware of resources for classroom use, for expanding one’s own knowledge, or for students available through the school or district.</p> <p>The teacher does not provide opportunities for students to interact with available technologies to enhance students’ understanding and enable them to achieve their educational goals.</p> <p>Use of current information and communication technologies is not shown, although available.</p>	<p>Teacher displays basic awareness of resources available for classroom use, for expanding one’s own knowledge, and for students through the school, but no knowledge of resources available more broadly.</p> <p>The teacher provides minimal opportunities for students to interact with available technologies or the experiences are aligned with educational goals.</p> <p>Use of current information and communication technologies is limited although available.</p>	<p>Teacher displays awareness of resources available for classroom use, for expanding one’s own knowledge, and for students through the school or district and external to the school and on the internet.</p> <p>The teacher provides opportunities for students to interact with available technologies.</p> <p>Uses current information and technologies available through the school or district and knows how to gain access for students.</p>	<p>Teacher’s knowledge of resources for classroom use, for expanding one’s own knowledge, and for students through the school or district, in the community, through professional organizations and universities, and on the internet.</p> <p>The teacher provides ample opportunities for students to interact with available technologies.</p> <p>Actively seeks additional contemporary materials and implements them into curriculum.</p>
Critical Attributes	<p><i>Teacher uses only district-provided materials, even when more variety would assist some students.</i></p> <p><i>The teacher does not seek out resources available to expand his/her own skill.</i></p> <p><i>Although aware of some student needs, the teacher does not inquire about possible resources.</i></p>	<p><i>The teacher uses materials in the school library, but does not search beyond the school for resources.</i></p> <p><i>The teacher participates in content area workshops offered by the school, but does not pursue other professional development.</i></p> <p><i>The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenue.</i></p>	<p><i>Texts are at varied levels. Texts are supplemented by guest speakers and field experiences.</i></p> <p><i>Teacher facilitates internet resources.</i></p> <p><i>Resources are multi-disciplinary.</i></p> <p><i>Teacher expands knowledge with professional learning groups and organizations.</i></p> <p><i>Teacher provides lists of resources outside the class for students to draw on.</i></p>	<p><i>In addition to the characteristics of “Effective,”</i></p> <p><i>Texts are matched to student skill level.</i></p> <p><i>The teacher has ongoing relationships with colleges, universities, or other professionals that support student learning.</i></p> <p><i>The teacher maintains log of resources for student reference.</i></p>

Domain 1:	Planning and Preparation
<p>Domain 1e: Designing Coherent Instruction</p> <p>FEAP 1F: Develops learning experience that require students to demonstrate a variety of applicable skills and competencies</p> <p>FEAP 1C: Designs instruction for students to achieve mastery</p> <p>FEAP 3G: Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding</p> <p>FEAP 4A: Analyzes and applies data from multiple assessments and measures to</p>	<p>Designing coherent instruction is the heart of planning, reflecting the teacher’s knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in Domain 3.</p> <p>The elements of component 1e are:</p> <ul style="list-style-type: none"> Learning activities <i>Instruction designed to engage students and advance them through the content</i> Instructional materials and resources <i>Appropriate to the learning needs of the students</i> Instructional groups <i>Intentionally organized to support student learning</i> Lesson and unit structure <i>Clear and sequenced to advance students’ learning</i> <p>Indicators include:</p> <ul style="list-style-type: none"> Lessons that support instructional outcomes and reflect important concepts Instructional maps that indicate relationships to prior learning Activities that represent high-level thinking Opportunities for student choice The use of varied resources <ul style="list-style-type: none"> Thoughtfully planned learning groups Structured lesson plan Lesson illustrates how learning will move from an understanding of foundational content to application of information in authentic ways Lesson provides for extension of learning When asked, the teacher can describe how learning will be extended When asked, the teacher can describe how students will make choices and take initiative Teacher provides various instructional strategies and resources, including technology Teacher integrates a variety of instructional resources, including available technology Teacher groups the students to best enhance learning Lesson plans outline resources within the school that will be used to enhance students’ understanding of the content

<p><i>diagnose students learning needs, informs instruction based on those needs, and drives the learning process</i></p>	<p>Teacher organizes students into groups with the expressed idea of deepening their knowledge Teacher offers a variety of opportunities for students to apply and acquire result of the activity Student artifacts indicate that their knowledge has been extended as a result of the activity Teacher facilitates the use of grade appropriate activities to help students deepen their understanding of standards-based content Teacher asks students to generate notes that identify critical information in the content Teacher asks students to create non-linguistic representations for new content, graphic organizers, pictures, photographs, flow charts, etc. Teacher facilitates student generating their own individual or group task that requires them to generate and test hypothesis</p>
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	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 1e: Designing Coherent Instruction</p> <p>FEAP 1F: Develops learning experience that require students to demonstrate a variety of applicable skills and competencies</p> <p>FEAP 1C: Designs instruction for students to achieve mastery</p> <p>FEAP 3G: Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding</p> <p>FEAP 4A: Analyzes and applies data from multiple assessments and</p>	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.</p>	<p>Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>

<p>measures to diagnose students learning needs, informs instruction based on those needs, and drives the learning process</p>				
<p>Critical Attributes</p>	<p><i>Learning activities are boring and/or not well aligned to the instructional goals.</i></p> <p><i>Materials are not engaging or do not meet instructional outcomes.</i></p> <p><i>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</i></p>	<p><i>Learning activities are moderately challenging.</i></p> <p><i>Learning resources are suitable, but there is limited variety.</i></p> <p><i>Instructional groups are random or only partially support objectives.</i></p> <p><i>Lesson structure is uneven or may be unrealistic in terms of time expectations.</i></p>	<p><i>Learning activities are matched to instructional outcomes.</i></p> <p><i>Activities provide opportunity for higher-level thinking.</i></p> <p><i>Teacher provides a variety of appropriately challenging materials and resources.</i></p> <p><i>Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</i></p> <p><i>The plan for the lesson or unit is well structured, with reasonable time allocations.</i></p>	<p><i>In addition to the characteristics of “Effective,” Activities permit student choice.</i></p> <p><i>Learning experiences connect to other discipline.</i></p> <p><i>Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</i></p> <p><i>Lesson plans differentiate for individual student needs.</i></p>

Domain 1:	Planning and Preparation
<p>Domain 1f: Designing Student Assessments</p> <p>FEAP 1D: Selects appropriate formative assessments to monitor learning.</p> <p>FEAP 4B: Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.</p> <p>FEAP 4C: Uses a variety of assessment tools to monitor student progress, achievement, and learning gains.</p>	<p>Good teaching requires both assessment <i>of</i> learning and assessment <i>for</i> learning. Assessments <i>of</i> learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, different methods are needed to assess reasoning skills than for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment <i>for</i> learning enables a teacher to incorporate assessments directly into the instructional process, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress towards the understanding the learning outcomes.</p> <p>The elements of component 1f are:</p> <ul style="list-style-type: none"> Congruence with instructional outcomes <i>Assessments must match learning expectations</i> Criteria and standards <i>Expectations must be clearly defined</i> Design of formative assessments <i>Assessments for learning must be planned as part of the instructional process</i> Use for planning <i>Results of assessment guide future planning</i> <p>Indicators include:</p> <ul style="list-style-type: none"> Lesson plans indicate correspondence between assessments and instructional outcomes Assessment types are suitable to the style of outcome Variety of performance opportunities for students Modified assessments are available for individual students as needed Expectations clearly written with descriptors for each level of performance

<p>FEAP 4D: Modifies assessments and testing to accommodate learning styles and varying levels of knowledge</p>	<p>Formative assessments are designed to inform minute-to-minute decision-making by the teacher during instruction</p> <p>Assessments align with the desired outcomes</p> <p>Assessments align with state mandated standards</p> <p>The teacher engages students in activities that help them reflect on their learning and the learning process</p> <p>The teacher helps students track their individual progress on the learning goals</p> <p>Teacher uses formal and informal means to assign scores to students on the scale or rubric, depicting student status on the learning goal</p> <p>Students are aware of their status relative to the learning goal using a scale or rubric</p> <p>Teacher employs a variety of assessment tools and can list them; if weighted, can justify the reasoning for weighting</p> <p>Teacher accurately and actively maintains student grades</p> <p>Teacher maintains progress monitoring and actively promotes student's achievement</p> <p>Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal</p> <p>Assessments are directly aligned with instruction</p> <p>Teacher assigns a well-crafted assessment that allows students to demonstrate their knowledge</p> <p>Teacher uses formal and informal assessments to assign scores to students</p> <p>Teacher assigns well-crafted homework assignments that allow students to practice and deepen their knowledge (homework assigned where appropriate)</p> <p>Teacher helps students track their individual progress on the learning goals, formal and informal</p> <p>Physical changes are made , as needed, to the testing environment to best support achievement on assessments for all students in the classroom</p>
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	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 1f: Designing Student Assessments</p> <p>FEAP 1D: Selects appropriate formative assessments to monitor learning.</p> <p>FEAP 4B: Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.</p> <p>FEAP 4C: Uses a variety of assessment tools to monitor student progress,</p>	<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher’s plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>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 have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</p>

<p>achievement, and learning gains.</p> <p>FEAP 4D: Modifies assessments and testing to accommodate learning styles and varying levels of knowledge</p>				
<p>Critical Attributes</p>	<p><i>Assessments do not match instructional outcomes. Assessments have no criteria. No formative assessments have been designed. Assessment results do not affect future plans.</i></p>	<p><i>Only some of the instructional outcomes are addressed in the planned assessments Assessment criteria are vague. Plans refer to the use of formative assessment, but they are not fully developed. Assessment results are used to design lesson plans for the whole class, not individual students.</i></p>	<p><i>All the learning outcomes have a method for assessment. Assessment types match learning expectations. Plans indicate modified assessments for some students as needed. Assessment criteria are clearly written. Lesson plans indicate possible adjustments based on formative assessment data.</i></p>	<p><i>In addition to the characteristics of “Effective,” Assessments provide opportunities for student choice. Students participate in designing assessments for their own work. Teacher-designed assessments are authentic with real-world application, as appropriate. Students develop rubrics according to teacher-specified learning objectives. Students are actively involved in collecting information from formative assessments and provide input.</i></p>

Domain 2:	The Classroom Environment
<p>Domain 2a: Creating an Environment of Respect and Rapport</p> <p>FEAP 2D: Respect students' cultural, linguistic, and family background</p> <p>FEAP2F: Maintains a climate of openness, inquiry, fairness, and support</p>	<p>An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe.</p> <p>The elements of component 2a are:</p> <ul style="list-style-type: none"> Teacher interactions with students, including both words and actions <ul style="list-style-type: none"> <i>A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.</i> Student interactions with other students, including both words and actions <ul style="list-style-type: none"> <i>As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers model and teach students how to engage in respectful interactions with one another and acknowledge respectful interactions among students.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> Respectful talk and turn taking Respect for students' backgrounds and lives outside of the classroom Teacher and student body language <ul style="list-style-type: none"> Physical proximity Warmth and caring Politeness Encouragement Active listening Fairness Teacher creates a classroom environment that fosters positive feelings among a diverse population of learners Teacher models acceptable behaviors, showing respect for differing cultures Teacher has side discussions with students about events in their lives, their backgrounds or cultures, and their interests Teacher builds student interests into lessons When communicating with the home, the teacher takes into consideration family and language resources

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 2a: Creating an Environment of Respect and Rapport</p> <p>FEAP 2D: Respect students' cultural, linguistic, and family background</p> <p>FEAP2F: Maintains a climate of openness, inquiry, fairness, and support</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.</p>
Critical Attributes	<p><i>Teacher uses disrespectful talk towards students. Student body language indicates feelings of hurt or insecurity. Students use disrespectful talk towards one another with no response from the teacher. Teacher displays no familiarity with or caring about individual students' interests or personalities.</i></p>	<p><i>The quality of interactions between teacher and students, or among students is uneven, with occasional disrespect. Teacher attempts to respond to disrespectful behavior among students, with uneven results. Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</i></p>	<p><i>Talk between teacher and students and among students is uniformly respectful. Teacher responds to disrespectful behavior among students. Teacher makes superficial connections with individual students.</i></p>	<p><i>In addition to the characteristics of "Effective," Teacher demonstrates knowledge and caring about individual students' lives beyond school. When necessary, students correct one another in their conduct towards classmates. There is no disrespectful behavior among students. The teacher's response to a student's incorrect response respects the student's dignity.</i></p>

Domain 2:	The Classroom Environment
<p>Domain 2b: Establishing a Culture for Learning</p> <p>FEAP 2C: Conveys high expectations to all students</p>	<p>“A culture for learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.</p> <p>The elements of component 2b are:</p> <ul style="list-style-type: none"> Importance of the content and of learning <i>In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.</i> Expectations for learning and achievement <i>In classrooms with robust cultures for learning, all students receive the message that, while the work is challenging, they are capable of achieving it if they are prepared to work hard.</i> Student pride in work <i>When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> Belief in the value of work <ul style="list-style-type: none"> Expectations are high and supported through both verbal and nonverbal behaviors Quality is expected and recognized Effort and persistence are expected and recognized <ul style="list-style-type: none"> Confidence in ability is evident by teacher and students language and behaviors Expectation for all students to participate Lesson plans reflect the high expectations of teacher for students Through the use of questioning and encouragement, teacher challenges students to improve and engage in the lesson <ul style="list-style-type: none"> Teachers asks questions or engages students in activities that require inferences that go beyond what was explicitly taught Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal Teacher may provide interesting facts or detail about the content Teacher rapport with students is evident, based on teacher –student interactions <ul style="list-style-type: none"> Teacher makes himself/herself available and interacts with students and parents in a positive manner Teacher encourages students to ask questions and clarify understanding Teacher respects and maintains the confidentiality of student and family information Teacher responds to a request for support, assistance and/or clarification promptly Teacher uses students’ interests and background to produce a climate of acceptance and community

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 2b: Establishing a Culture for Learning</p> <p>FEAP 2C: Conveys high expectations to all students</p>	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.</p>
Critical Attributes	<p><i>The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.</i></p> <p><i>The teacher conveys to at least some students that the work is too challenging for them.</i></p> <p><i>Students exhibit little or no pride in their work.</i></p> <p><i>Class time is devoted more to socializing than to learning.</i></p>	<p><i>Teacher’s energy for the work is neutral: indicating neither a high level of commitment nor “blowing it off.”</i></p> <p><i>The teacher conveys high expectations for only some students.</i></p> <p><i>Students comply with the teacher’s expectations for learning, but don’t indicate commitment on their own initiative for the work.</i></p> <p><i>Many students indicate that they are look for an “easy path.”</i></p>	<p><i>The teacher communicates the importance of learning, and that with hard work all students can be successful in it.</i></p> <p><i>The teacher demonstrates a high regard for student abilities.</i></p> <p><i>Teacher conveys an expectation of high levels of student effort.</i></p> <p><i>Students expend good effort to complete work of high quality.</i></p>	<p><i>In addition to the characteristics of “Effective,”</i></p> <p><i>The teacher communicates a genuine passion for the subject.</i></p> <p><i>Students indicate that they are not satisfied unless they have complete understanding.</i></p> <p><i>Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.</i></p> <p><i>Students recognize the efforts of their classmates.</i></p> <p><i>Students take initiative in improving the quality of their work.</i></p>

Domain 2:	The Classroom Environment
<p>Domain 2c: Managing Classroom Procedures (Domain 2c and 2e are one combined score)</p> <p>FEAP 2A: Organizes, allocates, and manages the resources of time, space, and attention</p>	<p>A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class “runs itself.”</p> <p>The elements of component 2c are:</p> <ul style="list-style-type: none"> Management of instructional groups <ul style="list-style-type: none"> <i>Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher</i> Management of transitions <ul style="list-style-type: none"> <i>Many lessons engage students in different types of activities – large group, small group, independent work. It’s important that little time is lost as students move from one activity to another; students know the “drill” and execute it seamlessly</i> Management of materials and supplies <ul style="list-style-type: none"> <i>Experienced teachers have all necessary materials to hand, and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction</i> Performance of non-instructional duties <ul style="list-style-type: none"> <i>Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip</i> <p>Indicators include:</p> <ul style="list-style-type: none"> Smooth functioning of all routines Little or no loss of instructional time <ul style="list-style-type: none"> Students playing an important role in carrying out the routines Students know what to do, where to move Transition time is used effectively <ul style="list-style-type: none"> Teacher scans the entire room regularly, recognizes potential sources of disruption and deals with them immediately Teacher employs crisp transitions from one activity to another <p>Teacher alters pace appropriately</p>

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 2c: Managing Classroom Procedures (Domain 2c and 2e are one combined score)</p> <p>FEAP 2A: Organizes, allocates, and manages the resources of time, space, and attention</p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.</p>
Critical Attributes	<p><i>Students not working with the teacher are disruptive to the class.</i></p> <p><i>There are no established procedures for distributing and collecting materials.</i></p> <p><i>Procedures for other activities are confused or chaotic.</i></p>	<p><i>Small groups are only partially engaged while not working directly with the teacher.</i></p> <p><i>Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.</i></p> <p><i>Classroom routines function unevenly.</i></p>	<p><i>The students are productively engaged during small group work.</i></p> <p><i>Transitions between large and small group activities are smooth.</i></p> <p><i>Routines for distribution and collection of materials and supplies work efficiently.</i></p> <p><i>Classroom routines function smoothly.</i></p>	<p><i>In addition to the characteristics of “Effective,”</i></p> <p><i>Students take the initiative with their classmates to ensure that their time is used productively.</i></p> <p><i>Students themselves ensure that transitions and other routines are accomplished smoothly.</i></p> <p><i>Students take initiative in distributing and collecting materials efficiently.</i></p>

Domain 2:	The Classroom Environment
<p>Domain 2d: Managing Student Behavior</p> <p>FEAP 2B: Managing Student Behavior</p>	<p>In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do, and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.</p> <p>The elements of component 2d are:</p> <p>Expectations <i>It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented</i></p> <p>Monitoring of student behavior <i>Experienced teachers seem to have eyes “in the backs of their heads;” they are attuned to what’s happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which makes it challenging to observe</i></p> <p>Response to student misbehavior <i>Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher’s skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (Are they unsure of the content? Are they trying to impress their friends?) and respond in such a way that they respect the dignity of the student. The best responses are those that address misbehavior early in an episode, although this is not always possible.</i></p> <p>Indicators include:</p> <ul style="list-style-type: none"> Clear standards of conduct, possibly posted, and possibly referring to during a lesson Absence of acrimony between teacher and students concerning behavior Teacher awareness of student conduct <ul style="list-style-type: none"> Preventative action when needed by the teacher Fairness Reinforcement of positive behavior <ul style="list-style-type: none"> Students follow clear routines during class or when asked, students can describe established rules and procedures Teacher expectations are clear and visible in classroom Teacher responds appropriately when misbehavior occurs <ul style="list-style-type: none"> Teacher scans the room and takes note when students are not engaged and takes overt action; provides non-verbal cues Teacher applies consequences for not following rules and procedures consistently and fairly Teacher involves home appropriate, in regard to behavior Teacher follows procedures for the use of tracking forms and referrals

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 2d: Managing Student Behavior</p> <p>FEAP 2B: Managing Student Behavior</p>	<p>There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.</p>	<p>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.</p>	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students.</p>
Critical Attributes	<p><i>The classroom environment is chaotic, with no apparent standards of conduct.</i></p> <p><i>The teacher does not monitor student behavior.</i></p> <p><i>Some students violate classroom rules, without apparent teacher awareness.</i></p> <p><i>When the teacher notices student misbehavior, she/he appears helpless to do anything about it.</i></p>	<p><i>Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</i></p> <p><i>Teacher attempts to keep track of student behavior, but with no apparent system.</i></p> <p><i>The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.</i></p>	<p><i>Standards of conduct appear to have been established.</i></p> <p><i>Student behavior is generally appropriate.</i></p> <p><i>The teacher frequently monitors student behavior.</i></p> <p><i>Teacher's response to student misbehavior is effective.</i></p> <p><i>Teacher acknowledges good behavior.</i></p>	<p><i>In addition to the characteristics of "Effective,"</i></p> <p><i>No evidence of student misbehavior.</i></p> <p><i>The teacher monitors student behavior without speaking – just moving about.</i></p> <p><i>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</i></p>

Domain 2:	The Classroom Environment
<p>Domain 2e: Organizing Physical Space (Domain 2c and 2e are one combined score)</p> <p>FEAP 2A: Organizes, allocates, and manages the resources of time, space, and attention</p>	<p>The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what’s going on so they can participate actively. Both the teacher and students make effective use of computer (and other) technology.</p> <p>The elements of component 2e are:</p> <ul style="list-style-type: none"> Safety and accessibility <i>Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don’t have access to the board or other learning resources.</i> Arrangement of furniture and use of physical resources <i>Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these are skillfully used students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the physical environment.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> Pleasant, inviting atmosphere Safe environment Accessibility for all students Furniture arrangement suitable for the learning activities Effective use of physical resources, including computer technology, by both teacher and students <ul style="list-style-type: none"> Teacher organizes the physical layout of the classroom to facilitate movement and focus on learning Physical layout of room provides students with easy access of materials If a bulletin board or student work is displayed, it is current and appropriate

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 2e: Managing Student Behavior (Domain 2c and 2e are one combined score)</p> <p>FEAP 2A: Organizes, allocates, and manages the resources of time, space, and attention</p>	<p>The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, 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. 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; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p>
<p>Critical Attributes</p>	<p><i>There are physical hazards in the classroom, endangering student safety.</i></p> <p><i>Many students can't see or hear the teacher or the board.</i></p> <p><i>Available technology is not being used, even if available and its use would enhance the lesson.</i></p>	<p><i>The physical environment is safe, and most students can see and hear.</i></p> <p><i>The physical environment is not an impediment to learning, but does not enhance it.</i></p> <p><i>The teacher makes limited use of available technology and other resources.</i></p>	<p><i>The classroom is safe, and all students are able to see and hear.</i></p> <p><i>The classroom is arranged to support the instructional goals and learning activities.</i></p> <p><i>The teacher makes appropriate use of available technology.</i></p>	<p><i>In addition to the characteristics of "Effective,"</i></p> <p><i>Modifications are made to the physical environment to accommodate students with special needs.</i></p> <p><i>There is total alignment between the goals of the lesson and the physical environment.</i></p> <p><i>Students take the initiative to adjust the physical environment.</i></p> <p><i>Teachers and students make extensive and imaginative use of available technology</i></p>

Domain 3:	Instruction
<p>Domain 3a: Communicating with Students</p> <p>FEAP 2E: Models clear, acceptable, oral and written communication</p> <p>FEAP 31: Support, encourage, and provide immediate and specific feedback to students to promote student achievement</p>	<p>Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so students know what it is that they are to do. When they present concepts and information, those presentations are made with accuracy, clarity and imagination; where appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students’ interests and prior knowledge. Teachers occasionally withhold information from students (for example in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding. And the teacher’s use of language is vivid, rich, and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. Teacher presents complex concepts in ways that provide scaffolding and access to students.</p> <p>The elements of component 3a are:</p> <ul style="list-style-type: none"> Expectations for learning <i>The goals for learning are communicated clearly to students. Even if not conveyed at the outset of a lesson (for example, an inquiry lesson in science) by the end of the lesson students are clear about what they have been learning.</i> Directions for activities <i>Students are clear about what they are expected to do during a lesson, particularly if students are working independently or with classmates without direct teacher supervision. These directions for the lesson activities may be provided orally, in writing, or in some combination of the two.</i> Explanations of content <i>Skilled teachers, when explaining concepts to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students’ interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> <i>Clarity of lesson purpose</i> <ul style="list-style-type: none"> <i>Clear directions and procedures specific to the lesson activities</i> <i>Absence of content errors and clear explanations of concepts</i> <i>Students understand the content</i> <i>Correct and imaginative use of language</i> <ul style="list-style-type: none"> <i>Assessments are graded and returned to students in a timely manner</i> <i>Grades are posted into electronic grade book in a timely manner</i> <i>Teacher provides appropriate, specific verbal and/or non-verbal praise or feedback</i> <i>Teacher acknowledges students who have achieved a certain score on the scale or rubric</i> <ul style="list-style-type: none"> <i>Teacher uses a variety of ways to celebrate successes; show of hands, certificate of success, thumbs up, parent notification, round of applause, verbal and non-verbal</i> <i>Teacher helps students track their individual progress on learning goals</i> <i>Formal communication is grammatically correct</i> <i>Teacher utilizes clear verbal communications and it is evident that teacher proofreads formal communications</i> <i>Communications are professional and should be positive and appropriate to the level of the students</i>

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 3a: Communicating with Students</p> <p>FEAP 2E: Models clear, acceptable, oral and written communication</p> <p>FEAP 31: Support, encourage, and provide immediate and specific feedback to students to promote student achievement</p>	<p>The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher’s explanation of the content contains major errors. The teacher’s spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p> <p>Teacher does not track student progress or provides minimal feedback.</p>	<p>Teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher’s spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds.</p> <p>Teacher attempts to facilitate the tracking of student progress, but information is missing or incomplete, with limited feedback provided to students.</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher’s explanation of content is well scaffolded, clear and accurate, and connects with students’ knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to the students’ ages and interests.</p> <p>Teacher tracks student progress and provides feedback.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher’s explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies.</p> <p>Teacher tracks student progress, provides specific feedback, and makes students aware of their present level of performance in a timely manner.</p>
Critical Attributes	<p><i>At no time during the lesson does the teacher convey to the students what they will be learning.</i></p> <p><i>Students indicate through their questions that they are confused as to the learning task.</i></p> <p><i>The teacher makes a serious content error that will affect students’ understanding of the lesson.</i></p>	<p><i>The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.</i></p> <p><i>Teacher must clarify the learning task so students can complete it.</i></p> <p><i>The teacher makes no serious content errors, although may make a minor error.</i></p> <p><i>The teacher’s explanation of</i></p>	<p><i>The teacher states clearly, at some point during the lesson, what the students will be learning.</i></p> <p><i>If appropriate, the teacher models the process to be followed in the task.</i></p> <p><i>Students engage with the learning task, indicating that they understand what they are to do.</i></p> <p><i>The teacher makes no content</i></p>	<p><i>In addition to the characteristics of “Effective,”</i></p> <p><i>The teacher points out possible areas for misunderstanding.</i></p> <p><i>Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</i></p> <p><i>All students seem to understand the presentation.</i></p>

	<p><i>Students indicate through body language or questions that they don't understand the content being presented.</i></p> <p><i>Teacher's communications include errors of vocabulary or usage.</i></p> <p><i>Vocabulary is inappropriate to the age or culture of the students.</i></p>	<p><i>the content consists of a monologue or is purely procedural with minimal participation by students.</i></p> <p><i>Vocabulary and usage are correct but unimaginative.</i></p> <p><i>Vocabulary is too advanced or juvenile for the students.</i></p>	<p><i>errors.</i></p> <p><i>Teacher's explanation of content is clear, and invites student participation and thinking.</i></p> <p><i>Vocabulary and usage are correct and completely suited to the lesson.</i></p> <p><i>Vocabulary is appropriate to the students' ages and levels of development.</i></p>	<p><i>The teacher invites students to explain the content to the class, or to classmates.</i></p> <p><i>Teacher uses rich language, offering brief vocabulary lessons where appropriate.</i></p>
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Domain 3:	Instruction
<p>Domain 3b: Using Questioning and Discussion Techniques</p> <p>FEAP 3F: Employ higher order questioning technique</p>	<p>Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this reflects their central importance to teachers’ practice. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving as recitation, or a verbal “quiz.” Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students’ responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. They may be based around questions formulated by the students themselves.</p> <p>Not all questions must be at a high cognitive level in order for a teacher’s performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is “on board.” Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher’s performance on the component cannot be judged to be at a high level. In addition, in lessons involving students in small-group work, the quality of the students’ questions and discussion in their small groups may be considered as part of this component.</p> <p>In order for students to formulate high-level questions, they must have learned how to do this. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.</p> <p>The elements of component 3b are:</p> <p>Quality of questions/prompts</p> <p><i>Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and they provide students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This may be helpful for the purpose of establishing the facts of an historical event, for example, but they should not be confused with the use of questioning to deepen students’ understanding.</i></p> <p>Discussion techniques</p> <p><i>Effective teachers promote learning through discussion. Some teachers report that “we discussed x” when what they mean is that “I said x.” That is, some teachers confuse discussion with explanation of content; as important as that is, it’s not discussion. Rather, in a true discussion, a teacher poses a question, and invites all students’ views to be heard, and enabling students to engage in discussion directly with one another, not always mediated by the teacher.</i></p> <p>Student participation</p> <p><i>In some classes a few students tend to dominate the discussion, other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion, and enlist the assistance of students to ensure this outcome.</i></p>

	<p>Indicators include:</p> <ul style="list-style-type: none"> <i>Questions of high cognitive challenge, formulated by both students and teacher</i> <i>Questions with multiple correct answers, or multiple approaches even when there is a single correct response</i> <i>Effective use of student responses and ideas</i> <ul style="list-style-type: none"> <i>Discussion with the teacher stepping out of the central, mediating role</i> <i>High levels of student participation in discussion</i> <i>Teacher employs a variety of questioning levels, as appropriate, through the lesson</i> <i>Teacher uses depth of knowledge questioning</i> <i>Teacher allows for appropriate wait time for students' responses to questions</i> <ul style="list-style-type: none"> <i>Teacher asks explicit questions that require students to make inferences about the content</i> <i>Teacher presents situations or problems that require inferences</i> <i>Teacher has individuals or group members summarize new information</i>
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	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 3b: Using Questioning and Discussion Techniques</p> <p>FEAP 3F: Employ higher order questioning technique</p>	<p>Teacher’s questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.</p>	<p>Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.</p> <p>Teacher’s questions are a combination of low and high quality.</p>	<p>While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p> <p>Lessons allow adequate time for students to employ higher order questioning techniques.</p>
Critical Attributes	<p><i>Questions are rapid-fire, and convergent, with a single correct answer.</i></p> <p><i>Questions do not invite student thinking.</i></p> <p><i>All discussion is between teacher and students; students are not invited to speak directly to one another.</i></p> <p><i>A few students dominate the discussion.</i></p>	<p><i>Teacher frames some questions designed to promote student thinking, but only a few students are involved.</i></p> <p><i>The teacher invites students to respond directly to one another’s ideas, but few students respond.</i></p> <p><i>Teacher calls on many students, but only a small number actually participate in the discussion.</i></p>	<p><i>Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.</i></p> <p><i>The teacher makes effective use of wait time.</i></p> <p><i>The teacher builds on uses student responses to questions effectively.</i></p> <p><i>Discussions enable students to talk to one another, without ongoing mediation by the teacher.</i></p> <p><i>The teacher calls on most students, even those who don’t initially volunteer.</i></p> <p><i>Many students actively engage in the discussion.</i></p>	<p><i>In addition to the characteristics of “Effective,”</i></p> <p><i>Students initiate higher order questions.</i></p> <p><i>Students extend the discussion, enriching it.</i></p> <p><i>Students invite comments from their classmates during a discussion.</i></p>

Domain 3:	Instruction
<p>Domain 3c: Engaging Students in Learning</p> <p>FEAP 3A: Deliver engaging and challenging lessons</p> <p>FEAP 3B: Deepen and enrich students understanding through content area literacy strategies, verbalization of thought and application of the subject matter</p> <p>FEAP 3D: Modify instruction to respond to preconceptions or misconceptions</p> <p>FEAP 3E: Relate and integrate the subject matter with other disciplines and life experiences</p>	<p>Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.</p> <p>A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, there is closure to the lesson, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet, or performing a rote procedure, they are unlikely to be cognitively engaged.</p> <p>In observing a lesson, it is essential not only to watch the teacher, but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.</p> <p>The elements of component 3c are:</p> <p>Activities and assignments <i>The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are aligned with the goals of the lesson, and require student thinking that emphasizes depth over breadth, and that may allow students to exercise some choice.</i></p> <p>Grouping of students <i>How students are grouped for instruction is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.</i></p> <p>Instructional materials and resources <i>The instructional materials a teacher selects to use in the classroom can have an enormous impact on students’ experience. While some teachers are obliged to use a school or district’s officially sanctioned materials, many teacher use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning, for example, the use of primary source materials in social studies.</i></p> <p>Indicators include:</p> <p><i>Activities aligned with the goals of the lesson</i> <i>Student enthusiasm, interest, thinking, problem-solving, etc.</i> <i>Learning tasks that require high-level student thinking and are aligned with lesson objectives</i></p>

Students are highly motivated to work on all tasks and are persistent even when the tasks are challenging Students actively “working” rather than watching while their teacher “works”

Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection When asked, the teacher can provide evidence of multiple data sources

Lesson plans and delivery reflect differentiated instruction

When asked, the teacher can explain how they used the data to drive instruction

Teacher may seek help and input from colleagues regarding specific classroom strategies and behaviors

Teacher uses multiple assessments to determine how effective a lesson or unit was in terms of enhancing student achievement and informs instruction accordingly

The teacher determines the effectiveness of a lesson or unit regarding subgroups of students and informs instruction accordingly

Teacher delivers lessons in digestible bites

Students are actively engaged in the lesson

Lessons are designed with high expectations

Teacher engages students with explicit decision making, problem solving, experimental inquiry, or investigation tasks that require them to generate and test hypothesis

Student artifacts indicate that they can engage in decision making, problem solving experimental inquiry or investigation

Teacher utilizes time effectively to drive student achievement

Teacher employs the use of research based strategies to enhance student understanding

Teacher provides opportunities for students to interact, discuss, and reflect on ideas

Teacher provides opportunities for students to apply knowledge gained

Research based instructional strategies are aligned with learning goals

Teacher begins lesson with a brief review of content and explains why the upcoming content is important Lessons are designed to build on prior knowledge

Teacher anticipates preconceptions or misconceptions and adjusts lesson accordingly Teacher provides opportunities for students to clarify understanding

Teacher asks the students to examine information for errors or informational fallacies, faulty logic, weak reference, and misinformation

Students can explain errors in their perceptions and indicate changes made and the reasons behind those changes

Teacher asks explicit questions that require students to make inferences about the content based on previous experiences or prior knowledge

Teacher makes connections, when appropriate, between disciplines or life experiences Teacher uses K-W-L strategy

Teacher uses preview questions before reading

Teacher asks or reminds students what they already know about the topic Teacher uses anticipation guide

Students can explain linkages with prior knowledge

Teacher uses strategies that allow students to relate lessons being taught to their background knowledge, relationships, compare, contrast, and infer

Differentiated instruction is evident in lesson plans

Differentiated instruction is evident in instruction

Teacher can provide individual student academic data and can describe the adaptations that must take place for each individual or group with special needs

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 3c: Engaging Students in Learning</p> <p>FEAP 3A: Deliver engaging and challenging lessons</p> <p>FEAP 3B: Deepen and enrich students understanding through content area literacy strategies, verbalization of thought and application of the subject matter</p> <p>FEAP 3D: Modify instruction to respond to preconceptions or misconceptions</p> <p>FEAP 3E: Relate and integrate the subject matter with other disciplines and life experiences</p>	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.</p> <p>Instructional content and strategies are not suitable to the instructional. Lesson does not allow for student interaction.</p>	<p>The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p> <p>Instructional content and strategies are somewhat suitable to the instructional goals. Lesson allows for limited student interaction.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p> <p>Instructional content and strategies are suitable to the instructional goals. Lesson generally allows for student interaction.</p>	<p>Virtually all students are intellectually engaged in challenging content, through well- designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.</p> <p>Instructional content and strategies are highly suitable to the instructional goals. Lesson allows for student interaction.</p>
Critical Attributes	<i>Few students are intellectually engaged in the lesson. Learning tasks require only</i>	<i>Some students are intellectually engaged in the lesson. Learning tasks are a mix of</i>	<i>Most students are intellectually engaged in the lesson. Learning tasks have multiple</i>	<i>In addition to the characteristics of “Effective,” Virtually all students are highly engaged in the lesson.</i>

	<p><i>recall or have a single correct response or method.</i></p> <p><i>The materials used ask students only to perform rote tasks.</i></p> <p><i>Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</i></p> <p><i>Instructional materials used are unsuitable to the lesson and/or the students.</i></p> <p><i>The lesson drags, or is rushed.</i></p>	<p><i>those requiring thinking and recall.</i></p> <p><i>Student engagement with the content is largely passive, learning primarily facts or procedures.</i></p> <p><i>Students have no choice in how they complete tasks.</i></p> <p><i>The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</i></p> <p><i>The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.</i></p> <p><i>The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.</i></p>	<p><i>correct responses or approaches and/or demand higher-order thinking.</i></p> <p><i>Students have some choice in how they complete learning tasks.</i></p> <p><i>There is a mix of different types of groupings, suitable to the lesson objectives.</i></p> <p><i>Materials and resources support the learning goals and require intellectual engagement, as appropriate.</i></p> <p><i>The pacing of the lesson provides students the time needed to be intellectually engaged.</i></p>	<p><i>Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.</i></p> <p><i>Students suggest modifications to the grouping patterns used.</i></p> <p><i>Students have extensive choice in how they complete tasks.</i></p> <p><i>Students suggest modifications or additions to the materials being used.</i></p> <p><i>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</i></p>
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Domain 3:	Instruction
<p>Domain 3d: Using Assessment in Instruction</p> <p>FEAP 3H: Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students</p> <p>FEAP 4E: Shares the importance and outcomes of student assessment data with the student and the students' parents</p>	<p>Assessment of student learning plays an important role in instruction; no longer does it signal the <i>end</i> of instruction; it is now recognized to be an integral part <i>of</i> instruction. While assessment <i>of</i> learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what they intend) assessment <i>for</i> learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their finger on "the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.</p> <p>Of course, a teacher's actions in monitoring student learning, while it may superficially look the same as monitoring student behavior, has a fundamentally different purpose. When a teacher is monitoring behavior, he/she is alert to students who may be passing notes, or bothering their neighbors; when teachers monitor student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations.</p> <p>Similarly, on the surface, questions asked of students for the purpose of monitoring learning, are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships, or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding, and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance. In this component.</p> <p>But as important as monitoring of student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment."</p> <p>The elements of component 3d are:</p> <p>Assessment criteria <i>It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria for, for example, a clear oral presentation.</i></p> <p>Monitoring of student learning <i>A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. But even after carefully planning, monitoring of student learning must be woven seamlessly into the lesson, using a variety of techniques.</i></p> <p>Feedback to students <i>Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing as to how they are doing, and how their work can be improved. Valuable feedback must be timely, constructive, and substantive, and provide students the guidance they need to improve their performance.</i></p> <p>Student self-assessment and monitoring of progress <i>The culmination of student assumption of responsibility for their learning is when they monitor their own learning, and take appropriate action. Of course, they can only do this if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.</i></p>

Indicators include:

Teacher paying close attention to evidence of student understanding

Teacher posing specifically-created questions to elicit evidence of student understanding

Teacher circulating to monitor student learning and to offer feedback

Students assessing their own work against established criteria

Teacher adjusting instruction in response to evidence of student understanding (or lack of it)

When asked, the teacher can show evidence of feedback given to students and parents/caregivers on assessments

Grades are posted into electronic grade book in a timely manner

The weighting/value of grades reflects the importance of those assignments, as well as district and school expectations

Teacher acknowledges students who have achieved a certain score on the scale or rubric

Teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns

Teacher uses multiple means and modalities to communicate with families and responds to requests for support, assistance, or clarification promptly

Teacher provides for the needs of English Language Learners, special education students, and students that come from home environments that offer little support for schooling, as needed

Teacher identifies adaptations that are needed within a lesson or unit

Teacher addresses varied learning styles of the students and presents lessons accordingly

Plans describe accommodations or modifications that must be made for individual differences in students

Teacher follows IEP or RtI goals and strategies

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 3d: Using Assessment in Instruction</p> <p>FEAP 3H: Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students</p> <p>FEAP 4E: Shares the importance and outcomes of student assessment data with the student and the students' parents</p>	<p>There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning.</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.</p>

<p>Critical Attributes</p>	<p><i>The teacher gives no indication of what high quality work looks like.</i> <i>The teacher makes no effort to determine whether students understand the lesson.</i> <i>Feedback is only global.</i> <i>The teacher does not ask students to evaluate their own or classmates' work.</i></p>	<p><i>There is little evidence that the students understand how their work will be evaluated.</i> <i>Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.</i> <i>Teacher requests global indications of student understanding.</i> <i>Feedback to students is not uniformly specific, not oriented towards future improvement of work.</i></p>	<p><i>Students indicate that they clearly understand the characteristics of high-quality work.</i> <i>The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements.</i> <i>Feedback includes specific and timely guidance for at least groups of students.</i> <i>The teacher attempts to engage students in self- or peer-assessment.</i> <i>When necessary, the teacher</i></p>	<p><i>In addition to the characteristics of "Effective,"</i> <i>There is evidence that students have helped establish the evaluation criteria.</i> <i>Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.</i> <i>Teacher makes frequent use of strategies to elicit information about individual student understanding.</i> <i>Feedback to students is</i></p>
		<p><i>The teacher makes only minor attempts to engage students in self- or peer-assessment.</i> <i>The teacher's attempts to adjust the lesson are partially successful.</i></p>	<p><i>makes adjustments to the lesson to enhance understanding by groups of students.</i></p>	<p><i>specific and timely, and is provided from many sources, including other students.</i> <i>Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</i> <i>The teacher's adjustments to the lesson are designed to assist individual students.</i></p>

Domain 3:	Instruction
<p>Domain 3e: Demonstrating Flexibility and Responsiveness</p> <p>FEAP 3J: Utilize student feedback to monitor instructional needs and to adjust instruction</p>	<p>“Flexibility and responsiveness” refer to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in mid-stream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go, and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will on occasion find that either a lesson is not going as they would like, or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.</p> <p>The elements of component 3e are:</p> <p>Lesson adjustment <i>Experienced teachers are able to make both minor and (when needed) major adjustments to a lesson, a mid-course correction. Such adjustments depend on a teacher’s store of alternate instructional strategies, and the confidence to make a shift when needed.</i></p> <p>Response to students <i>Occasionally during a lesson an unexpected event will occur which presents a true “teachable moment.” It is a mark of considerable teacher skill to be able to capitalize on such opportunities.</i></p> <p>Persistence <i>Committed teachers don’t give up easily; when students encounter difficulty in learning (which all do at some point) these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.</i></p> <p>Indicators include: <i>Incorporation of student interests and events of the day into a lesson Teacher seizing on a "teachable moment"</i> <i>Teacher provides opportunities for student feedback and adjusts instruction as needed</i> <i>The teacher determines how effective a lesson or unit was in terms of enhancing student achievement, identifies causes of success or difficulty and adjusts instruction accordingly (uses error analysis, formal and informal assessments)</i></p>

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 3e: Demonstrating Flexibility and Responsiveness</p> <p>FEAP 3J: Utilize student feedback to monitor instructional needs and to adjust instruction</p>	<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p> <p>Teacher does not provide opportunity for student feedback.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p> <p>Teacher provides minimal opportunities for student feedback and inconsistently adjusts instruction to meet those needs.</p>	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.</p> <p>Teacher provides opportunities for students to provide feedback and aligns instruction to meet those needs.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p> <p>Teacher provides multiple opportunities for students to provide feedback and teacher consistently aligns instruction to meet those standards.</p>

<p>Critical Attributes</p>	<p><i>Teacher ignores indications of student boredom or lack of understanding.</i></p> <p><i>Teacher brushes aside student questions.</i></p> <p><i>Teacher makes no attempt to incorporate student interests into the lesson.</i></p> <p><i>The teacher conveys to students that when they have difficulty learning, it is their fault.</i></p> <p><i>In reflecting on practice, the teacher does not indicate that it is important to reach all students.</i></p>	<p><i>Teacher's efforts to modify the lesson are only partially successful.</i></p> <p><i>Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</i></p> <p><i>The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.</i></p> <p><i>In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.</i></p>	<p><i>Teacher successfully makes a minor modification to the lesson.</i></p> <p><i>Teacher incorporates students' interests and questions into the heart of the lesson.</i></p> <p><i>The teacher conveys to students that she has other approaches to try when the students experience difficulty.</i></p> <p><i>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</i></p>	<p><i>In addition to the characteristics of "Effective,"</i></p> <p><i>Teacher successfully executes a major lesson readjustment when needed.</i></p> <p><i>Teacher seizes on a teachable moment to enhance a lesson.</i></p> <p><i>The teacher conveys to students that he won't consider a lesson "finished" until every student understands, and that he has a broad range of approaches to use.</i></p> <p><i>In reflecting on practice, the teacher can cite others in the school and beyond who she has contacted for assistance in reaching some students.</i></p>
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Domain 4:	Professional Responsibilities
<p>Domain 4a: Reflecting on Teaching</p> <p>FEAP 1E: Uses a variety of data, independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning, and continuously improve the effectiveness of the lesson</p>	<p>Reflecting on teaching encompasses the teacher’s thinking that follows any instructional event, an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions, and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity and ability to use what has been learned in future teaching is a learned skill; mentors, coaches and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.</p> <p>The elements of component 4a are:</p> <p>Accuracy <i>As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.</i></p> <p>Use in future teaching <i>In order for the potential of reflection to improve teaching to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these plans.</i></p> <p>Indicators include:</p> <p><i>Accurate reflections on a lesson</i> <i>Citations of adjustments to practice, drawing on a repertoire of strategies Teacher uses and analyzes a variety of data (minimum of 3)</i> <i>Teacher collaborates with colleagues to evaluate learning outcomes Teacher adjusts planning based on data, as needed</i> <i>Teacher engages students in activities to help them reflect on their learning and the learning process</i> <i>Teacher asks students to state or record what they are clear about or confused about, verbally or in written form</i></p>

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 4a: Reflecting on Teaching</p> <p>FEAP 1E: Uses a variety of data, independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning, and continuously improve the effectiveness of the lesson</p>	<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.</p> <p>Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.</p>	<p>Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.</p> <p>Teacher attempts to adjust a lesson with mixed results.</p>	<p>Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p> <p>Teacher makes adjustments to a lesson and the adjustment occurs smoothly.</p>	<p>Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p> <p>Teacher uses a variety of data and successfully makes major adjustments to lessons, if needed, with positive results.</p>
Critical Attributes	<p><i>The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</i></p> <p><i>The teacher makes no suggestions for improvement.</i></p>	<p><i>The teacher has a general sense of whether or not instructional practices were effective.</i></p> <p><i>The teacher offers general modifications for future instruction.</i></p>	<p><i>The teacher accurately assesses the effectiveness of instructional activities used.</i></p> <p><i>The teacher identifies specific ways in which a lesson might be improved.</i></p>	<p><i>In addition to the characteristics of “Effective,”</i></p> <p><i>Teacher’s assessment of the lesson is thoughtful, and includes specific indicators of effectiveness.</i></p> <p><i>Teacher’s suggestions for improvement draw on an extensive repertoire.</i></p>

Domain 4:	Professional Responsibilities
<p>Domain 4b: Maintaining Accurate Records</p> <p>FEAP 4F: Applies technology to organize and integrate assessment information</p>	<p>An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. This includes student completion of assignments, student progress in learning, and records of non-instructional activities that are part of the day-to-day functions in a school setting, including such things as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital, as these records inform interactions with students and parents, and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information that is being recorded. For example, records of formal assessments may be recorded electronically, using spreadsheets and databases, allowing for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.</p> <p>The elements of component 4b are:</p> <p>Student completion of assignments <i>Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed, but students' success in completing them.</i></p> <p>Student progress in learning <i>In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally, but must be updated frequently.</i></p> <p>Non-instructional records <i>Non-instructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples are such things as knowing which students have returned their permissions slips for a field trip, or which students have paid for their school pictures.</i></p> <p>Indicators include:</p> <p><i>Routines and systems that track student completion of assignments</i> <i>Systems of information regarding student progress against instructional outcomes</i> <i>Processes of maintaining accurate non-instructional records</i> <i>On an as needed basis, a teacher uses technology to organize information related to the following (for example, but not limited to):</i></p> <ul style="list-style-type: none"> ○ <i>The RtI process</i> ○ <i>Electronic grade book</i> ○ <i>State Assessment data</i> ○ <i>End of Course Assessment data</i> ○ <i>Progress monitoring</i> ○ <i>Grade level and informational assessment data</i> ○ <i>Standardized testing data</i> <p><i>Students have access to and utilize their own assessment information through the use of technology</i> <i>Teacher uses online data management system</i></p>

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 4b: Maintaining Accurate Records</p> <p>FEAP 4F: Applies technology to organize and integrate assessment information</p>	<p>Teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher’s records for non-instructional activities are in disarray, resulting in errors and confusion.</p> <p>The teacher makes no attempt to implement the use of technology to organize and integrate assessment information.</p>	<p>Teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher’s records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.</p> <p>The teacher attempts to implement the use of technology to organize and integrate assessment information but does not actually complete or incorrectly completes this task.</p>	<p>Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.</p> <p>Teacher implements the use of technology to organize and integrate assessment information.</p>	<p>Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining their own records.</p> <p>Teacher consistently implements the use of technology to organize and integrate assessment information for both teacher and students.</p>
Critical Attributes	<p><i>Absence of a system for either instructional or non-instructional records.</i></p> <p><i>Record-keeping systems that are in disarray so as to provide incorrect or confusing information.</i></p>	<p><i>The teacher has a process for recording student work completion. However, it may be out-of-date or does not permit students to access the information.</i></p> <p><i>The teacher’s process for tracking student progress is cumbersome to use.</i></p> <p><i>The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.</i></p>	<p><i>The teacher’s process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.</i></p> <p><i>The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they’re progressing.</i></p> <p><i>The teacher’s process for recording non-instructional information is both efficient and effective.</i></p>	<p><i>In addition to the characteristics of “Effective,”</i></p> <p><i>Students contribute to and maintain records indicating completed and outstanding work assignments.</i></p> <p><i>Students contribute to and maintain data files indicating their own progress in learning.</i></p> <p><i>Students contribute to maintaining non-instructional records for the class.</i></p>

Domain 4:	Professional Responsibilities
<p>Domain 4c: Communicating with Families</p> <p>FEAP 5D: Collaborate with the home, school, and larger communities to foster communication and support for student learning and continuous improvement</p>	<p>Although the ability of families to participate in their child’s learning varies widely due to other family or job obligations, it is the responsibility of teachers to provide opportunities for them to both understand the instructional program and their child’s progress. Teachers establish relationships with families by communicating to them about the instructional program, about individual students and they invite them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher’s effort to communicate with families conveys an essential caring on the part of the teacher, valued by families of students of all ages.</p> <p>The elements of component 4c are:</p> <ul style="list-style-type: none"> Information about the instructional program <i>Frequent information in provided to families, as appropriate, about the instructional program</i> Information about individual students <i>Frequent information in provided to families, as appropriate, about students’ individual progress</i> Engagement of families in the instructional program <i>Successful and frequent engagement opportunities are offered to families so they can participate in the learning activities</i> <p>Indicators include:</p> <ul style="list-style-type: none"> <i>Frequent and culturally appropriate information sent home regarding the instructional program, and student progress Two-way communication between the teacher and families</i> <i>Frequent opportunities for families to engage in the learning process</i> <i>Teacher can provide evidence of communication with parents and/or community</i> <i>When asked, teacher can describe instances when community members are provided opportunities to interact with or be informed about classroom activities (for example: newsletters, articles in newspaper, flyers, class websites, classroom visits/speakers, classroom volunteers, school-sponsored events, etc.)</i> <i>Teacher fosters collaborative partnerships with home, school, and the community to enhance student success and promote positive home, school and community relationships</i>

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 4c: Communicating with Families</p> <p>FEAP 5D: Collaborate with the home, school, and larger communities to foster communication and support for student learning and continuous improvement</p>	<p>Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.</p>	<p>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner.</p>	<p>Teacher’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher’s efforts to engage families in the instructional program are frequent and successful.</p>
Critical Attributes	<p><i>Little or no information regarding instructional program available to parents. Families are unaware of their children’s progress. Lack of family engagement activities. Culturally inappropriate communication.</i></p>	<p><i>School or district-created materials about the instructional program are sent home. Infrequent or incomplete information sent home by teachers about the instructional program. Teacher maintains school-required grade book but does little else to inform families about student progress. Teacher communications are sometimes inappropriate to families’ cultural norms.</i></p>	<p><i>Information about the instructional program is available on a regular basis. The teacher sends information about student progress home on a regular basis. Teacher develops activities designed to successfully engage families in their children’s learning, as appropriate.</i></p>	<p><i>In addition to the characteristics of “Effective,” On a regular basis, students develop materials to inform their families about the instructional program. Students maintain accurate records about their individual learning progress and frequently share this information with families. Students contribute to regular and ongoing projects designed to engage families in the learning process.</i></p>

Domain 4:	Professional Responsibilities
<p>Domain 4d: Participating in a Professional Community</p> <p>FEAP 5F: Implements knowledge and skills learned in professional development in teaching and learning process</p>	<p>Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, and recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers’ duties extend beyond the doors of their classrooms and include activities related to the entire school and/or larger district. These activities include such things as school and district curriculum committees, or engagement with the parent teacher organization. With experience, teachers assume leadership roles in these activities.</p> <p>The elements of component 4d are:</p> <ul style="list-style-type: none"> Relationships with colleagues <i>Teachers maintain a professional collegial relationship that encourages sharing, planning and working together toward improved instructional skill and student success</i> Involvement in a culture of professional inquiry <i>Teachers contribute to and participate in a learning community that supports and respects its members’ efforts to improve practice</i> Service to the school <i>Teachers’ efforts move beyond classroom duties by to contributing to school initiatives and projects</i> Participation in school and district projects <i>Teachers contribute to and support larger school and district projects designed to improve the professional community</i> <p>Indicators include:</p> <ul style="list-style-type: none"> <i>Regular teacher participation with colleagues to share and plan for student success</i> <i>Regular teacher participation in professional courses or communities that emphasize improving practice (PLC/PD)</i> <i>Regular teacher participation in school initiatives</i> <i>Regular teacher participation and support of community initiatives</i> <i>Lessons reflects the implementation of skill(s) and knowledge gained from professional development</i> <i>Observations reveal improvement in teaching methodology/student understanding (achievement) after the professional development learned has been implemented</i> <i>Teacher can describe the strengths and weaknesses within their teaching, identify a specific area to address and discuss changes made after professional development</i>

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 4d: Participating in a Professional Community</p> <p>FEAP 5F: Implements knowledge and skills learned in professional development in teaching and learning process</p>	<p>Teacher’s relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.</p> <p>Teacher does not incorporate strategies and knowledge gained.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school’s culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.</p> <p>Teacher ineffectively attempts to incorporate strategies and knowledge gained from professional development in the learning process.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p> <p>Teacher incorporates strategies and knowledge gained from professional development in the learning process.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation, with the teacher showing a willingness to take the initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</p> <p>Teacher consistently and effectively incorporates strategies and knowledge gained from professional development in the learning process.</p>
Critical Attributes	<p><i>The teacher’s relationship with colleagues is characterized by negativity or combativeness.</i></p> <p><i>The teacher purposefully avoids contributing to activities promoting professional inquiry.</i></p> <p><i>The teacher avoids involvement in school activities and school district and community projects.</i></p>	<p><i>The teacher has pleasant relationship with colleagues.</i></p> <p><i>When invited, the teacher participates in activities related to professional inquiry.</i></p> <p><i>When asked, the teacher participates in school activities, and school district and community projects.</i></p>	<p><i>The teacher has supportive and collaborative relationships with colleagues.</i></p> <p><i>The teacher regularly participates in activities related to professional inquiry.</i></p> <p><i>The teacher frequently volunteers to participate in school events and school district and community projects.</i></p>	<p><i>In addition to the characteristics of “Effective,”</i></p> <p><i>The teacher takes a leadership role in promoting activities related to professional inquiry.</i></p> <p><i>The teacher regularly contributes to and leads events that positively impact school life.</i></p> <p><i>The teacher regularly contributes to and leads significant school district and community projects.</i></p>

Domain 4:	Professional Responsibilities
<p>Domain 4e: Growing and Developing Professionally</p> <p>FEAP 5E: Engages in targeted professional growth opportunities and reflective practices</p> <p>FEAP 5A: Designs purposeful, professional goals to strengthen the effectiveness of instruction based on students' needs</p>	<p>As in other professions, the complexity of teaching requires continued growth and development, in order to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleague through such activities as joint planning, study groups, and lesson study provide opportunities for teachers to learn from one another. These activities allow for job embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.</p> <p>The elements of component 4e are:</p> <ul style="list-style-type: none"> Enhancement of content knowledge and pedagogical skill <i>Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction</i> Receptivity to feedback from colleagues <i>Teachers actively pursue networks that provide collegial support and feedback</i> Service to the profession <i>Teachers are active in professional organizations serving to enhance their personal practice and so they can provide leadership and support to colleagues</i> <p>Indicators include:</p> <ul style="list-style-type: none"> <i>Frequent teacher attendance in courses and workshops; regular academic reading</i> <i>Participation in learning networks with colleagues; feedback freely shared</i> <i>Participation in professional organizations supporting academic inquiry</i> <i>Teacher attends and/or completes professional development. (This professional development may be district generated or specific to the needs of the teacher, based on student data.)</i> <i>Teacher completes the follow-up for professional development and implements skills/strategies from the professional development into the classroom</i> <i>Teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources regarding professional development and the implementation of the learned</i>

Teacher charts their own progress toward these goals using the established action plans, milestones, and timelines

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 4e: Growing and Developing Professionally</p> <p>FEAP 5A: Designs purposeful, professional goals to strengthen the effectiveness of instruction based on students' needs</p> <p>FEAP 5E: Engages in targeted professional growth opportunities and reflective practices</p>	<p>Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.</p>
Critical Attributes	<p><i>The teacher is not involved in any activity that might enhance knowledge or skill.</i></p> <p><i>The teacher purposefully resists discussing performance with supervisors or colleagues.</i></p> <p><i>The teacher ignores invitations to join professional organizations or attending conferences.</i></p>	<p><i>The teacher participates in professional activities when required or when provided by the school district.</i></p> <p><i>The teacher reluctantly accepts feedback from supervisors and colleagues.</i></p> <p><i>The teacher contributes in a limited fashion to educational professional organizations.</i></p>	<p><i>The teacher seeks regular opportunities for continued professional development.</i></p> <p><i>The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.</i></p> <p><i>The teacher actively participates in professional organizations designed to contribute to the profession.</i></p>	<p><i>In addition to the characteristics of “Effective,”</i></p> <p><i>The teacher seeks regular opportunities for continued professional development, including initiating action research.</i></p> <p><i>The teacher actively seeks feedback from supervisors and colleagues.</i></p> <p><i>The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.</i></p>

Domain 4:	Professional Responsibilities
<p>Domain 4f: Showing Professionalism</p> <p>FEAP 6: Professional responsibility and ethical conduct</p>	<p>Expert teachers demonstrate professionalism in both service to students as well as to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first, regardless of how this might challenge long-held assumptions, past practice or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of students. Professionalism is displayed in a number of ways. For example, interactions with colleagues are conducted with honesty and integrity. Student needs are known and teachers access resources to step in and provide help that may extend beyond the classroom. Teachers advocate for their students in ways that might challenge traditional views and the educational establishment, seeking greater flexibility in the ways school rules and policies are applied. Professionalism is also displayed in the ways teachers approach problem solving and decision making, with student needs in mind. Finally, teachers consistently adhere to school and district policies and procedures, but are willing to work to improve those that may be outdated or ineffective.</p> <p>The elements of component 4f are:</p> <ul style="list-style-type: none"> Integrity and ethical conduct <i>Teachers act with integrity and honesty</i> Service to students <i>Teachers put students first in all considerations of their practice</i> Advocacy <i>Teachers support their students' best interests, even in the face of traditional practice or beliefs</i> Decision-making <i>Teachers solve problems with students' needs as a priority</i> Compliance with school and district regulations <i>Teachers adhere to policies and procedures</i> <p>Indicators include:</p> <ul style="list-style-type: none"> <i>Teacher has a reputation as someone who can be trusted and is often sought as a sounding board</i> <i>Teacher will support students, even in the face of difficult situations or conflicting policies</i> <i>Teachers challenge existing practice in order to put students first</i> <i>Teacher consistently fulfills school district mandates regarding policies and procedures</i> <i>Teacher cares for the well-being of students and advocates on their behalf when needed</i> <i>Teacher is aware of and alert to the signs of physical, drug, and/or alcohol abuse and acts as a mandated reporter</i> <i>Teacher displays their professional ethics in daily interactions with students, colleagues, and all stakeholders, and behaves in an objective and controlled manner</i> <i>Teacher is aware of the district and school's rules and procedures and adheres to them</i> <ul style="list-style-type: none"> ○ <i>Follows policies, regulations, and procedures</i> ○ <i>Performs assigned duties and demonstrates personal integrity</i> <i>When teacher uses leave time, he/she follows school or district procedures</i> <ul style="list-style-type: none"> <i>Teacher does not exceed the allotted leave (personal, sick, or flex) time without just cause</i> <i>Teacher arrives to work and to assigned duties at the designated times</i> <i>Teacher participates in school activities and events as appropriate to support students and families</i> <i>Teacher serves on or contributes to school or district committees and can describe or show evidence of participation</i>

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 4f: Showing Professionalism</p> <p>FEAP 6: Professional responsibility and ethical conduct</p>	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.</p>	<p>Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>

<p>Critical Attributes</p>	<p><i>Teacher is dishonest. Teacher does not notice the needs of students. The teacher engages in practices that are self-serving. The teacher willfully rejects school district regulations.</i></p>	<p><i>Teacher is honest. Teacher notices the needs of students, but is inconsistent in addressing them. Teacher does not notice that some school practices result in poor conditions for students. Teacher makes decisions professionally, but on a limited basis. Teacher complies with school district regulations.</i></p>	<p><i>Teacher is honest and known for having high standards of integrity. Teacher actively addresses student needs. Teacher actively works to provide opportunities for student success. Teacher willingly participates in team and departmental decision-making. Teacher complies completely with school district regulations.</i></p>	<p><i>In addition to the characteristics of “Effective,” Teacher is considered a leader in terms of honesty, integrity, and confidentiality. Teacher is highly proactive in serving students. Teacher makes a concerted effort to ensure opportunities are available for all students to be successful. Teacher takes a leadership role in team and departmental decision-making. Teacher takes a leadership role regarding school district regulations.</i></p>
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Instructional Personnel Evaluation Instruments Formal Observation Forms

 **Instructional**

 **Non-Classroom Instructional**

 **Guidance Counselor**

 **Media Specialist**

Teacher's Name:
 Evaluator's Name:
 Date:



INSTRUCTIONAL EVALUATION RATING FORM

		<i>Performance Rating</i>			
		Unsatisfactory (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
Domain 1: Planning and Preparation					
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate misconceptions.	<input type="checkbox"/>
1b: Demonstrating Knowledge of Students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and obtains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	<input type="checkbox"/>
1c: Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.	<input type="checkbox"/>
1d: Demonstrating Knowledge of Resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	<input type="checkbox"/>

					<i>Performance Rating</i>					
					Unsatisfactory (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)		
Domain 1: Planning and Preparation										
1e: Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage student's inactive intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure, but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

					<i>Performance Rating</i>					
					Unsatisfactory (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)		
Domain 2: The Classroom Environment										
2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students' exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2b: Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and relies only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, is consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2d: Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

					<i>Performance Rating</i>							
					Unsatisfactory (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)				
Domain 2: The Classroom Environment												
Zc: Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.				The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.				The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.			
	<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>			

					<i>Performance Rating</i>				
					Unsatisfactory (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)	
Domain 3: Instruction									
3a: Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffold, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b: Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unisolated contributions. Students themselves ensure that all voices are heard in the discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c: Engaging Students in Learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage, with and reflect upon their learning but also to consolidate their understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Performance Rating</i>				
	Unsatisfactory (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
3d: Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e: Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

					<i>Performance Rating</i>					
					Unsatisfactory (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)		
Domain 4: Professional Responsibilities										
4a: Reflecting on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4b: Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4c: Communicating with Families	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4d: Participating in the Professional Community	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4e: Growing and Developing Professionally	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

					<i>Performance Rating</i>					
					Unsatisfactory (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)		
Domain 4: Professional Responsibilities										
4f: Showing Professionalism	<p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.</p>	<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</p>	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Non-Classroom Instructional

Teacher's Name:
 Evaluator's Name:
 Date:



Domain 1: Planning and Preparation

Indicators	Unsatisfactory (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
1a: Demonstrating knowledge of theory and techniques	Demonstrates little understanding of theory and techniques. <input type="checkbox"/>	Demonstrates basic understanding of theory and techniques. <input type="checkbox"/>	Demonstrates understanding of theory and techniques. <input type="checkbox"/>	Demonstrates deep and thorough understanding of theory and techniques. <input type="checkbox"/>
1b: Demonstrating knowledge of child and adolescent development	Displays little or no knowledge of child and adolescent development. <input type="checkbox"/>	Displays partial knowledge of child and adolescent development. <input type="checkbox"/>	Displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. <input type="checkbox"/>	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, displays knowledge of the extent to which individual students follow the general patterns. <input type="checkbox"/>

Athletic Director, Behavior Specialist, Dean, Reading Coach, Staffing Specialist, and other non-classroom instructional

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Non-Classroom Instructional

<p>1c: Establishing Goals for the program appropriate to the setting and the students served</p>	<p>Has no clear Goals for the program, or they are inappropriate to either the situation or the age of the students.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Goals for the program are rudimentary and are partially suitable to the situation and the age of the students.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Goals for the program are clear and appropriate to the situation in the school and to the age of the students.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Goals for the program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents and colleagues.</p> <p style="text-align: center;"><input type="checkbox"/></p>
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Athletic Director, Behavior Specialist, Dean, Reading Coach, Staffing Specialist, and other non-classroom instructional

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Non-Classroom Instructional

Indicators	Unsatisfactory (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
1d: Demonstrating knowledge of state and federal regulations and of the resources both within and beyond the school and district	Demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district. <input type="checkbox"/>	Displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly. <input type="checkbox"/>	Displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school. <input type="checkbox"/>	Knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community. <input type="checkbox"/>
1e: Planning the program, integrated with the regular school program to meet the needs of the individual students, school and district.	Program consists of a random collection of unrelated activities, lacking coherence or an overall structure. <input type="checkbox"/>	Plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader Goals. <input type="checkbox"/>	A plan has been developed that includes the important aspects of the program in the specific setting. <input type="checkbox"/>	Plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program which is based upon data. <input type="checkbox"/>
1f: Developing a plan to evaluate the program	Has no plan to evaluate the program or resists suggestions that such an evaluation is important. <input type="checkbox"/>	Has a rudimentary plan to evaluate the program. <input type="checkbox"/>	Plan to evaluate the program is organized around clear Goals and the collection of evidence to indicate the degree to which the Goals have been met. <input type="checkbox"/>	Evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. <input type="checkbox"/>

Athletic Director, Behavior Specialist, Dean, Reading Coach, Staffing Specialist, and other non-classroom instructional

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Non-Classroom Instructional

Domain 2: The Environment				
Indicators	Unsatisfactory (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
2a: Creating an environment of respect and rapport	Interactions with those served are negative or inappropriate, and the employee does not promote positive interactions. <input type="checkbox"/>	Interactions are a mix of positive and negative; the efforts at encouraging positive interactions among those served are partially successful. <input type="checkbox"/>	Interactions with those served are positive and respectful, and the employee actively promotes positive interactions. <input type="checkbox"/>	Those served seek out the appropriate personnel, reflecting a high degree of comfort and trust in the relationship. Models for those served how to engage in positive interactions. <input type="checkbox"/>
2b: Establishing a culture for productive communication	Makes no attempt to establish a culture for productive communication as a whole, either among students or among teachers, or between students, staff, teachers and parents. <input type="checkbox"/>	Attempts to promote a culture for productive and respectful communication between and among students, staff, teachers and parents are partially successful. <input type="checkbox"/>	Promotes a culture for productive and respectful communication between and among students, staff teachers and parents. <input type="checkbox"/>	The culture for productive and respectful communication between and among students, staff, teachers and parents while guided by the appropriate personnel, is maintained by both teachers, staff, students and parents. <input type="checkbox"/>
2c: Managing routines and procedures which are aligned to the school and districts policies and procedures.	Routines for the program or classroom work are nonexistent or in disarray. <input type="checkbox"/>	Has rudimentary and partially successful routines for the program or classroom. <input type="checkbox"/>	Routines for the program or classroom work effectively. <input type="checkbox"/>	Routines for the program or classroom are seamless, and those served assist in maintaining them. <input type="checkbox"/>
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Has established no standards of conduct for students during sessions and makes no contribution to maintaining an environment of civility in the program or school. <input type="checkbox"/>	Efforts to establish standards of conduct for sessions are partially successful. Attempts, with limited success, to contribute to the level of civility in the program or school as a whole. <input type="checkbox"/>	Has established clear standards of conduct for sessions and makes a significant contribution to the environment of civility in the program or classroom. <input type="checkbox"/>	Has established clear standards of conduct for sessions, and students contribute to maintaining them. Takes a leadership role in maintaining the environment of civility in the program or school. <input type="checkbox"/>

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<p>2e: Organizing physical space</p>	<p>The physical environment is in disarray or is inappropriate to the planned activities.</p>	<p>Attempts to create an inviting and well organized physical environment are partially successful.</p>	<p>Program or classroom arrangements are inviting and conducive to the planned activities.</p>	<p>Program or classroom arrangements are inviting and conducive to the planned activities. Students or other stakeholders have contributed ideas to the physical arrangement.</p>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Athletic Director, Behavior Specialist, Dean, Reading Coach, Staffing Specialist, and other non-classroom instructional

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Non-Classroom Instructional

Domain 3: Delivery of Service				
Indicators	Unsatisfactory (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
3a: Assessing student needs	Does not assess student needs, or the assessments result in inaccurate conclusions. <input type="checkbox"/>	Assessments of student needs are perfunctory. <input type="checkbox"/>	Assesses student needs and knows the range of student needs in the school. <input type="checkbox"/>	Conducts detailed and individualized assessments of student needs to contribute to program planning. <input type="checkbox"/>
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs FOR PERSONNEL WHERE APPLICABLE	Program is independent of identified student needs. <input type="checkbox"/>	Attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful. <input type="checkbox"/>	Helps students and teachers formulate academic, personal/social, and career plans for groups of students. <input type="checkbox"/>	Helps individual students and teachers formulate academic, personal/social, and career plans. <input type="checkbox"/>
3c: Using techniques in individual and classroom programs	Has few techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. <input type="checkbox"/>	Displays a narrow range of techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. <input type="checkbox"/>	Uses a range of techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. <input type="checkbox"/>	Uses an extensive range of techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. <input type="checkbox"/>
3d: Collaborates with all resources both internal and external to meet needs	Does not make connections with other programs in order to meet student needs. <input type="checkbox"/>	Efforts to collaborate with other programs in the school are partially successful. <input type="checkbox"/>	Collaborates with other programs within the school or district to meet student needs. <input type="checkbox"/>	Collaborates with other programs and agencies both within and beyond the school or district to meet individual student needs. <input type="checkbox"/>

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3c: Demonstrating flexibility and responsiveness	Adheres to the plan or program, in spite of evidence of its inadequacy.	Makes modest changes in the program when confronted with evidence of the need for change.	Makes revisions in the program when they are needed.	Is continually seeking ways to improve the program and makes changes as needed in response to student, parent, or teacher input
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Non-Classroom Instructional

Domain 4: Professional Responsibilities				
Indicators	Unsatisfactory (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
4a: Reflecting on practice	Does not reflect on practice, or the reflections are inaccurate or self-serving. <input type="checkbox"/>	Reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved. <input type="checkbox"/>	Reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how the program might be improved. <input type="checkbox"/>	Reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Draws on an extensive repertoire to suggest alternative strategies. <input type="checkbox"/>
4b: Maintaining records and submitting them in a timely fashion	Reports, records, and documentation are missing, late, or inaccurate, resulting in confusion. <input type="checkbox"/>	Reports, records, and documentation are generally accurate but are occasionally late. <input type="checkbox"/>	Reports, records, and documentation are accurate and are submitted in a timely manner. <input type="checkbox"/>	Approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools. <input type="checkbox"/>
4c: Communicating with families	Provides no information to families, either about the program as a whole or about individual students. <input type="checkbox"/>	Provides limited though accurate information to families about the program as a whole and about individual students. <input type="checkbox"/>	Provides thorough and accurate information to families about the program as a whole and about individual students. <input type="checkbox"/>	Is proactive in providing information to families about the program and about individual students through a variety of means. <input type="checkbox"/>
4d: Participating in a professional community	Relationships with colleagues are negative or self-serving, and avoids being involved in school and district events and projects. <input type="checkbox"/>	Relationships with colleagues are cordial, and participates in school and district events and projects when specifically requested. <input type="checkbox"/>	Participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. <input type="checkbox"/>	Makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. <input type="checkbox"/>
4e: Engaging in professional development	Does not participate in professional development activities even when such activities are clearly needed for the development of skills. <input type="checkbox"/>	Participation in professional development activities is limited to those that are convenient or are required. <input type="checkbox"/>	Seeks out opportunities for professional development based on an individual assessment of need. <input type="checkbox"/>	Actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. <input type="checkbox"/>

Athletic Director, Behavior Specialist, Dean, Reading Coach, Staffing Specialist, and other non-classroom instructional

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<p>4f: Showing professionalism</p>	<p>Displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Is honest in interactions with colleagues, students, and the public; does not violate confidentiality.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.</p> <p style="text-align: center;"><input type="checkbox"/></p>
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Athletic Director, Behavior Specialist, Dean, Reading Coach, Staffing Specialist, and other non-classroom instructional

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Teacher's Name:
 Evaluator's Name:
 Date:



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SCHOOL COUNSELOR EVALUATION INSTRUMENT

	Performance Rating			
	Unsatisfactory (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
Domain 1: Planning and Preparation				
1a: Demonstrating Knowledge of Student and School Demographics	The school counselor displays little or no knowledge of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests and special needs, and does not seek understanding.	The school counselor displays limited knowledge of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests and special needs, and attains this knowledge for groups of students.	The school counselor displays knowledge of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests and special needs, and attains this knowledge for groups of students.	The school counselor actively seeks and displays knowledge of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests and special needs, and attains this knowledge for groups and individual students.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b: Establishing Goals for the School Counseling Program Appropriate to the Setting and Students Served	The school counselor has no clear data driven goals for the school counseling program and/or the goals are inappropriate to either the situation in the school and/or the age of the students.	The school counselor's data driven goals are rudimentary and partially suitable to the situation in the school and the age of the students.	The school counselor's data driven goals are clear and appropriate to the school and the age of the students.	The school counselor's individual goals are the result of analyzing data and are highly appropriate to the situation in the school and/or the age of the students. The goals have been developed following consultation with stakeholders.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c: Aligning School Counseling Activities with the School and District Initiatives	The school counselor's plan consists of a random collection of unrelated activities, lacking coherence or overall structure.	The school counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them do not fit with the program goals and/or school/district initiatives.	The school counselor has developed a plan that includes worthwhile activities that all align with program goals and/or school/district initiatives.	The school counselor's plan is highly coherent and serves to support the students individually or in groups. The counselor's plan completely aligns and supports program goals and/or school/district initiatives.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d: Developing a Plan to Evaluate the School Counseling Program Goals	The school counselor has no process or plan to evaluate the counseling program goals and/or resists suggestions that such an evaluation is important.	The school counselor has a rudimentary plan to evaluate the counseling program goals.	The school counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the counseling program goals are being met.	The school counselor's evaluation plan is highly sophisticated, with relevant sources of evidence and a clear path toward improving the program goals on an ongoing basis; all stakeholders provide input into the plan.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e: Demonstrating Knowledge of Resources	The school counselor demonstrates little or no knowledge of resources available for students through the school and district.	The school counselor demonstrates some knowledge of resources available for students through the school and district.	The school counselor is fully aware of resources available for students through the school and district. The counselor connects students to resources based upon the situation and student need.	The school counselor has extensive knowledge of resources available for students within and beyond the school and district and connects students to appropriate resources based on the situation and the student need. The counselor seeks out professional development opportunities in an effort to enhance knowledge and practice.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

					<i>Performance Rating</i>					
					Unsatisfactory (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)		
Domain 2: The Environment										
2a: Creating an Environment of Respect and Rapport	The school counselor's interactions with students are negative or inappropriate. The counselor does not promote positive interactions among students.	The school counselor's interactions are inconsistent. The counselor's efforts at encouraging positive interactions among students are partially successful.	The school counselor's interactions with students are positive and respectful and the counselor actively promotes positive student-student and student-teacher interactions.	Students seek out the school counselor, reflecting a high degree of comfort and trust in the relationship. The counselor teaches students how to engage in positive interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2b: Establishing and Promoting a Culture for Productive Communication	The school counselor makes no attempt to establish a culture for productive communication between and among students and teachers in the school.	The school counselor's attempts to establish and promote a culture throughout the school for productive and respectful communication between and among students.	The school counselor establishes and promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The school counselor actively establishes, promotes, and supports the culture in the school for a collaborative, productive, and respectful communication between and among students and teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2c: Managing Routines and Procedures	The school counselor's routines for the guidance office and accessing the counselor's services are nonexistent or in disarray.	The school counselor has rudimentary and partially successful routines for the guidance office and accessing the counselor's services.	The school counselor's routines for the guidance office work effectively. The procedures established for accessing the counselor's services are clearly communicated and implemented consistently.	The school counselor's routines for the guidance office and accessing the counselor's services are seamless. All stakeholders assist in maintaining them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2d: Establishing Standards of Conduct and Contributing to the Culture for Student Behavior Throughout the School	The school counselor has established no standards of conduct for students and makes no contribution to maintaining an environment of civility in the school.	The school counselor's efforts to establish standards of conduct are partially successful. The counselor attempts, with limited success, to contribute to the level of civility in the school.	The school counselor has established clear standards of conduct and makes a significant contribution to the environment of civility in the school.	The school counselor has established clear standards of conduct and students contribute to maintaining them. The counselor takes a leadership role in maintaining the environment of civility in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2e: Organizing Physical Space	The physical environment is in disarray or is inappropriate to the planned activities.	The school counselor's attempts to create an inviting and well-organized physical space are partially successful.	The school counselor is successful in creating an environment that is inviting and conducive to interactions and planned activities.	The school counselor's space is student oriented, inviting, and conducive to interactions and planned activities. Stakeholders contribute to an inviting and information rich environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

<i>Performance Rating</i>					
		Unsatisfactory (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
Domain 3: Evaluation					
3a: Assessing Student Needs	The school counselor does not assess student needs or the assessments result in inaccurate conclusions.		The school counselor's assessments of student needs are perfunctory.	The school counselor assesses student needs and knows the range of student needs in the school.	The school counselor conducts detailed and individualized assessments of student needs to contribute to the school counseling program. The counselor's involvement directly impacts student performance.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b: Assisting Students in the Formulation of Academic, Personal/Social, and College/Career Plans Based on Knowledge of Student Needs	The school counselor does not attempt to help students formulate academic, personal/social, and college/career goals.		The school counselor's attempts to help students formulate academic, personal/social, and college/career plans are partially successful.	The school counselor helps students and/or teachers formulate academic, personal/social, and college/career plans for groups of students.	The school counselor helps individual students and collaborates with teachers and parents to formulate academic, personal/social, and college/career plans.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c: Interacting with Students Using Counseling Strategies Appropriate to the Setting and Students Served	The school counselor has no specific counseling strategies to help students acquire skills in decision making and problem solving for both interactions with others and future planning.		The school counselor displays a narrow range of counseling strategies to help students acquire skills in decision making and problem solving for both interactions with others and future planning.	The school counselor uses a range of counseling strategies to help students acquire skills in decision making and problem solving for both interactions with others and future planning.	The school counselor uses an extensive range of counseling strategies to help students acquire skills in decision making and problem solving for both interactions with others and future planning.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d: Communicating with Families	The school counselor provides no information to families, about the school, the counseling program, or about individual students.		The school counselor provides limited, though accurate information to families, about the school, the counseling program, or about individual students.	The school counselor provides thorough and accurate information to families, about the school, the counseling program, or about individual students.	The school counselor is proactive in providing information to families, about the school, the counseling program, or about individual students needs through a variety of means.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Performance Rating</i>					
		Unsatisfactory (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
Domain 4: Professional Responsibilities					
4a: Reflecting on Practice	The school counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	The school counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	The school counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. The counselor makes some specific suggestions as to how the counseling program might be improved.	The school counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. The counselor draws on an extensive repertoire to suggest alternative strategies.	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4b: Maintaining and Submitting Accurate Records	The school counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	The school counselor's reports, records, and documentation are generally accurate but are occasionally late.	The school counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	The school counselor's approach to record keeping is highly systematic and efficient. The counselor serves as a model for colleagues.	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4c: Participating in a Professional Community	The school counselor's relationships with colleagues are negative or self-serving, and the counselor avoids being involved in district events and projects.	The school counselor's relationships with colleagues are cordial and the counselor participates in district events and projects when specifically requested.	The school counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	The school counselor makes a substantial contribution to the school and district events and projects and assumes a leadership role with colleagues.	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4d: Growing and Developing Professionally	The school counselor does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills. The counselor makes no effort to share knowledge with colleagues and is resistant to feedback from stakeholders.	The school counselor participates in professional development activities that are convenient or are required and makes limited contributions to the profession. The counselor accepts, with some reluctance, feedback stakeholders.	The school counselor seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The counselor welcomes feedback from stakeholders.	The school counselor actively pursues professional development opportunities and initiates activities to contribute to the profession. The counselor strategically seeks and establishes a system for feedback from stakeholders to enable the counselor to develop professionally.	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4e: Showing Professionalism	The school counselor displays dishonesty in interactions with colleagues, students, and the public; violates the principles of confidentiality.	The school counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	The school counselor displays high standards of honesty, integrity, and confidentiality, in interactions with colleagues, students, and the public. Advocates for students when needed.	The school counselor holds the highest standard of honesty, integrity, and confidentiality and advocates for students by taking a leadership role with colleagues.	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Teacher's Name:
 Evaluator's Name:
 Date:



SCHOOL MEDIA SPECIALIST EVALUATION INSTRUMENT

	unsatisfactory (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
Domain 1: Planning and Preparation				
1a: Demonstrating Knowledge of Classroom Curriculum	The library media specialist demonstrates limited awareness of classroom curriculum and instructional content. The library media specialist rarely meets with curriculum specialists or school-based committees and/or rarely attends trainings to learn about curriculum standards and requirements. The library media specialist seldom supports classroom curriculum.	The library media specialist is knowledgeable about classroom curriculum and instructional content in one or two disciplines. The library media specialist may meet with curriculum specialists or school-based committees and/or may attend trainings to learn about curriculum standards and requirements. Awareness of classroom curriculum allows the library media specialist to support learning in one or two disciplines.	The library media specialist is knowledgeable about classroom curriculum and instructional content in multiple disciplines. The library media specialist meets with curriculum specialists and school-based committees and attends trainings to learn about curriculum standards and requirements. Awareness of classroom curriculum allows the library media specialist to support learning in multiple disciplines.	The library media specialist is knowledgeable about classroom curriculum and instructional content in most disciplines. The library media specialist meets with curriculum specialists and school-based committees and attends multiple trainings to learn about curriculum standards and requirements. Awareness of classroom curriculum allows the library media specialist to support learning in most disciplines.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b: Demonstrating Knowledge of Students	The library media specialist does not adequately or accurately describe students at the school. A connection between student characteristics and the media program is not clear.	The library media specialist provides general information about student characteristics and demographics. A connection between student characteristics and the media program may not be clear.	The library media specialist uses specific examples of students' situations or describes common community and family characteristics. The library media specialist makes clear connections between student characteristics and the media program. The library media specialist clearly describes a connection between student data and some aspects of program planning.	The library media specialist uses multiple specific examples of students' situations and describes common community and family characteristics. The library media specialist makes significant and complex connections between student characteristics and the media program. The library media specialist provides evidence of how student data guides most elements of library programming.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c: Establishing Goals for the Library Media Program Appropriate to the Setting and the Students Served; Supporting the Total School Program	The library media specialist does not specify media center goals, or goals are general in nature and do not reflect student needs based on school-wide data.	The library media specialist reviews media goals annually. A connection between media center goals and school-wide data and goals, or classroom initiatives may not be clear.	The library media specialist includes administration when annually reviewing media goals. The library media specialist adjusts goals based on student needs using available school-wide data. The library media specialist identifies what data sources were used and outlines the role of the media program in response to that data. Goals go beyond circulation data and general programming. Goals support school-wide and/or classroom goals, classroom initiatives, and/or themes.	The library media specialist includes administration and faculty when annually creating and reviewing media goals. The library media specialist routinely adjusts goals as needed based on student needs and multiple sources of available school-wide data. The library media specialist identifies what data sources were used and outlines the role of the media program in response to that data. Goals go beyond circulation data to thoroughly support programs and connect to school-wide goals, classroom initiatives, and themes.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<i>Performance Rating</i>			
	unsatisfactory (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
1d: Demonstrating Knowledge of Skills and Responsibilities of the Library Media Specialist	The library media specialist demonstrates limited understanding of best practice elements including a research model, digital literacy, and/or knowledge of population-appropriate literature. LMS may not effectively connect patrons with appropriate materials. LMS may not stay current in best practice elements.	The library media specialist demonstrates a basic understanding of some best practice elements including a research model, digital literacy, and/or knowledge of population-appropriate literature. LMS may have a rudimentary understanding of how to connect patrons with appropriate materials. LMS may attend mandatory meetings and trainings to stay current in best practice elements.	The library media specialist demonstrates an understanding of best practice elements including a research model, digital literacy, and knowledge of population-appropriate literature. LMS understands how to connect patrons with appropriate materials. LMS actively seeks to stay current in areas of best practice elements.	The library media specialist regularly demonstrates knowledge of multiple best practices, trends in research, digital literacy, and knowledge of population-appropriate literature. The library media specialist applies best practice knowledge when developing programs, ordering materials, and providing stakeholder assistance in the media center. The library media specialist actively seeks to stay current in multiple areas of best practice elements.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e: Collection Development and Maintenance	Library media specialist may assess and weed the collection on a limited basis or may fail to adhere to district and professional selection guidelines. When purchasing materials, the library media specialist seldom considers input from stakeholders. The collection is not balanced or does not support the curricular needs or reading interests of many users. The collection needs maintenance.	Library media specialist may assess and weed the collection but does not follow systematic procedures for doing so. The library media specialist may not adhere to district and professional selection guidelines. The library media specialist sometimes considers input from stakeholders before purchasing resources for the collection. The collection is somewhat balanced and supports the curricular needs and reading interests of some users. The collection may need maintenance.	Library media specialist consistently assesses and weeds the collection, and adheres to district and professional selection guidelines. The library media specialist proactively gives needs assessments at least annually to solicit input from stakeholders when purchasing resources for the collection. Community members' input may be solicited. The collection is balanced, maintained, and supports the curricular needs and reading interests of most users. The library media specialist may advocate for additional funds to purchase resources for the collection.	Library media specialist consistently uses a systematic analysis to assess and weed the collection and adheres to district and professional selection guidelines. Multiple needs assessments are given to solicit stakeholder input regarding the purchase of materials. Community members' input is solicited. The collection is balanced, well maintained, and supports the curricular needs and reading interests of most users. The library media specialist successfully advocates for additional funds to purchase resources for the collection.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f: Developing a Plan to Evaluate the Library Media Program	The library media specialist does not administer a program survey or use other data-gathering methods.	The library media specialist annually administers a general program survey or uses other data-gathering methods. Efforts may only address one subgroup of stakeholders. It may be unclear how survey data impacts planning. Circulation data is used for general analysis.	The library media specialist annually administers a general program survey to multiple subgroups of stakeholders and also collects data about specific program elements or events. The library media specialist analyzes results and uses this information when planning the library media program. Library media program data is examined in subgroups of students to help monitor progress toward goals.	The library media specialist annually administers a general program survey and continuously collects data regarding specific program elements. Students, staff, and community are included in the process. The library media specialist analyzes results and uses this information when planning the media program. Library media program data is examined in subgroups of students to help monitor progress toward goals.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Performance Rating</i>				
	Unsatisfactory (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
Domain 2: The Environment				
2a: Creating an Environment of Respect and Rapport	Interactions between the library media specialist, students, and adults are generally negative, inappropriate, or insensitive to students' cultural backgrounds or developmental differences and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library media specialist, students, and adults are respectful, generally appropriate, and free from conflict, but may be characterized by occasional displays of insensitivity, harshness, or lack of responsiveness to cultural or developmental differences among students.	Interactions between the library media specialist, individual students, and adults are polite and respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. The library media specialist fosters an environment of civility among students in the library.	Interactions between the library media specialist, individual students, and adults are polite and respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. The library media specialist fosters an environment of civility among students in the library. Students themselves ensure a high level of civility among students in the library.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b: Establishing an Environment for Learning	The library media specialist has not established appropriate expectations for productivity. Students are not using the media center resources appropriately. The library media specialist has an inadequate presence in the media center or does not address student needs.	The library media specialist has somewhat established expectations that students use the library productively. Some students may not be using the media center resources appropriately. The library media specialist is accessible to students.	The library media specialist has established expectations that students are productively engaged. Many students are using the media center resources appropriately. The library media specialist has a solid presence in the main reading room with awareness of individuals and groups using the media center.	The library media specialist has established high expectations that students are productively engaged. Students appear to have internalized these expectations. The majority of students are consistently using the media center resources appropriately. The library media specialist has a dynamic presence in the main reading room, circulating among a variety of activities and groups to assist, instruct, and provide guidance.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c: Establishing and Maintaining Media Center Procedures	Library guidelines and procedures are inconsistent or lacking and do not effectively provide access to the resources, the library, and the expertise of the library media specialist, and general confusion is the result. Available assistants are not used effectively.	Library guidelines and procedures are somewhat established in the areas of circulation and scheduling as allowable within the school but sometimes function inconsistently resulting in unreliable access to the resources, equipment, the facility, and the expertise of the library media specialist. Available assistants may not be used effectively.	Library guidelines and procedures have been established in the area of circulation and scheduling as allowable within the school to provide for adequate access to the resources, equipment, the facility, and the expertise of the library media specialist, and function smoothly. Available assistants help programs run smoothly.	Library guidelines and procedures are sophisticated and consistent in the areas of circulation and scheduling as allowable within the school to provide for optimal access to the resources, equipment, the facility, and the expertise of the library media specialist. The operation is seamless with students assuming considerable responsibility. The procedures are communicated effectively to all stakeholders. Available assistants help programs run smoothly.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Performance Rating				
	Unsatisfactory (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
2d: Managing Student Behavior	<p>The library media specialist has not established clear standards of conduct or does not monitor student behavior. The library media specialist response to student misbehavior is repressive, disrespectful, or negatively impacts the learning environment.</p> <p>The library media specialist does not appropriately reinforce positive behavior. The library media specialist does not address off-task, inappropriate, or challenging behavior efficiently. Inappropriate and off-task student behavior has significant negative impact on student learning.</p>	<p>The library media specialist has made an effort to establish standards of conduct, attempts to monitor student behavior, and responds to student misbehavior.</p> <p>The library media specialist appropriately reinforces positive behavior. The library media specialist addresses some off-task, inappropriate, or challenging behavior efficiently. Inappropriate and off-task student behavior has some negative impact on student learning.</p>	<p>The library media specialist has established and communicated standards of conduct, monitors student behavior, and appropriately responds to student misbehavior. Monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. The library media specialist appropriately reinforces positive behavior. The library media specialist addresses most off-task, inappropriate, or challenging behavior efficiently. Inappropriate and off-task behavior has little negative impact on student learning.</p>	<p>The library media specialist has established and communicated standards of conduct, monitors student behavior, and appropriately responds to student misbehavior. Monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in advocating for appropriate conduct in the media center. The library media specialist appropriately reinforces positive behavior and there is significant evidence that students reinforce a positive culture. The library media specialist efficiently addresses almost all off-task, inappropriate, or challenging behavior. Inappropriate and off-task behavior has no negative impact on student learning.</p>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e: Organizing Physical Space	<p>The library is not organized for safety or has poor traffic flow. The library is cluttered and uninviting. Shelves are in disarray and ongoing projects or other materials clutter the reading room or prevent access to the collection. Signage is confusing or nonexistent. Displays may be nonexistent. Media workrooms and storage areas may be cluttered or have inaccessible areas.</p>	<p>The library is organized for safety and ease of traffic flow but may not be inviting to stakeholders. Books and other materials lack order and accessibility is impacted by disorganization. Some signage is provided to identify collections, direct traffic, and establish procedures. Some simple displays are present. Media workrooms and storage areas may be cluttered or have inaccessible areas.</p>	<p>The library is inviting and organized for safety and ease of traffic flow. Areas are designated and equipped for various functions including leisure reading, classroom activities, and computer use. Books and other materials are orderly and accessible. Signage for collection subdivisions promotes self-directed use. Other signage may include traffic direction and procedural explanations. Displays of materials are timely and thematic in nature and designed to market the collection. Displays engage the stakeholders. Media workrooms and storage areas are organized and all areas are accessible. Signage may be included to enhance accessibility.</p>	<p>The library is inviting and very effectively organized for safety and ease of traffic flow. The library easily accommodates a variety of daily and special event functions. All books and other materials are extremely orderly and accessible. Significant signage is provided to subdivide collections, highlight curriculum-related materials, specific topics and authors of interest, and support self-directed use. Other signage may include traffic direction and procedural explanations. Multiple displays of materials are timely, thematic in nature and designed to market the collection. Displays engage the stakeholders. A connection is clear between displays and classroom activities or curriculum. Media workrooms and storage areas are neat and organized, and materials are accessible. Signage is included to enhance stakeholder accessibility.</p>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Performance Rating</i>				
	unsatisfactory (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
Domain 3: Delivery of Service				
3a: Engaging Students in Information Literacy	Little or no evidence is observed that the library media specialist works with groups to teach research and library skills.	The library media specialist conducts sessions with groups of students to teach research and/or library skills with print and/or online tools, but a clear connection to a curricular assignment may not be apparent.	The library media specialist conducts sessions with groups of students to teach research and/or library skills with print and/or online tools in the context of curricular assignments. These sessions are provided to a variety of groups and are regular elements of the media center program.	In partnership with the classroom teacher, the library media specialist systematically and actively develops and teaches research/library skill lessons and units. Lessons and units are in the context of curricular assignments. These sessions are provided to a variety of groups on a consistent and frequent basis.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b: Cooperating and Coordinating with Stakeholders	The library media specialist does not effectively assist stakeholders with media center resources. Information sharing may be limited to signage, brochures, or referring stakeholders to other sources for assistance.	The library media specialist assists stakeholders with media center resources at a basic level or in a cursory manner. The library media specialist may be willing to assist but is hesitant or uncertain about resources available. Information is shared using a variety of media such as signage, brochures, websites, emails, announcements, etc.	The library media specialist knowledgeably assists stakeholders with media center resources. The library media specialist assists teachers in organizing materials for student assignments and activities. Information is shared using a variety of media and includes individual and group hands-on instructional sessions.	The library media specialist anticipates and meets the curricular needs of stakeholders. The library media specialist introduces stakeholders to new or additional resources and assists teachers in organizing materials for student assignments and activities in varied and complex ways. Information is shared using a variety of media. Sessions for stakeholders are systematically planned and based on needs assessment data.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c: Engaging Students in Literature Activities	It is not evident that the library media specialist engages students in literature appreciation activities beyond locating books.	The library media specialist provides literature activities for limited groups of students. Activities may be static, ineffective, or lack connection to curricular or school-wide themes. Activities may be promoted through posters and displays etc. in the media center.	The library media specialist provides literature activities differentiated for student developmental levels, interests, and abilities. Connections may be made to classroom curriculum or school-wide themes. Activities are promoted through a variety of media including posters, displays, morning show, etc.	The library media specialist works with classroom teachers to systematically and actively develop literature-based lessons and activities across the grade levels. The library media specialist teaches multiple lessons that vary throughout the year. Activities are promoted through a variety of media including posters, displays, morning show, etc.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Performance Rating				
	unsatisfactory (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
3d: Assisting Stakeholders in the Use of Technology in the Library Media Center	The library media specialist's technology use is limited. When needed, the library media specialist may not provide assistance with available technologies or does so ineffectively.	The library media specialist's technology use is limited. Assistance provided to stakeholders is limited to basic technology procedures.	The library media specialist uses technology proficiently and models available technology during lessons. The library media specialist assists stakeholders with instructional applications and the use of technology for academic productivity.	The library media specialist uses cutting-edge technologies in the media center and during lessons. The library media specialist assists stakeholders with instructional applications, the use of technology for academic productivity, and new technology tools in the context of the classroom curriculum.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e: Demonstrating Flexibility and Responsiveness	The library media specialist adheres to a library media program in spite of evidence of its inadequacy. The library media specialist does not appropriately accommodate stakeholders.	The library media specialist makes limited changes in the library media program in response to data. The library media specialist responds to stakeholder requests/ feedback are limited.	The library media specialist makes necessary revisions to the library media program as needed in response to data. The library media specialist seamlessly accommodates changing needs and requests on a regular basis.	The library media makes necessary revisions to the library media program based on multiple data sources. The library media specialist finds creative ways to adapt the program and continue services at a high level under challenging circumstances.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3f: Delivering Instruction	There is little intellectual engagement. Instructional activities, materials, and groupings of students are inappropriate. The structure and/or pacing of the lesson is inappropriate. The instructional outcome of the lesson may be unclear to students. The library media specialist's questions do not give an accurate pulse of the class's understanding. Questions are low-level or inappropriate, eliciting recitation rather than discussion. Assessment may not be used during instruction. Students may be unaware of the assessment criteria used to evaluate their work.	There is moderate intellectual engagement. Instructional activities, materials, and groupings of students are partially appropriate. The lesson has a recognizable structure, but pacing may be inappropriate. The library media specialist attempts to explain the instructional outcome but has limited success. The library media specialist asks questions that check for understanding and elicit thoughtful responses some of the time, but most are low-level and/or posed in rapid succession. The library media specialist attempts to engage students in the discussion but may only be partially successful. Assessment involves the library media specialist monitoring of student progress. Feedback to students is uneven. Students are aware of only some of the assessment criteria used to evaluate their work.	Students are engaged in a high level of rigor. Instructional activities, materials, and groupings of students are fully appropriate. The lesson is appropriately paced. The library media specialist effectively communicates the stated objectives in context for curriculum support. The library media specialist asks questions that check for understanding and elicit thoughtful responses most of the time. The library media specialist probes for higher level of understanding. Students participate in discussion. Students' self-assessment is used. High-quality feedback is given to students. Students are fully aware of the assessment criteria used to evaluate their work.	Throughout the lesson, students are highly intellectually engaged in significant learning and make material and relevant contributions to the lesson. The structure and pacing allow for student reflection and closure. The library media specialist effectively develops the students' understanding of the stated objectives in context for curriculum support. The library media specialist asks questions that check for understanding of content and reflect high expectations. Questions probe for a higher level of understanding. Students formulate high-level questions. Assessment is used in a sophisticated manner. High-quality feedback is given to students from a variety of sources. Students are fully aware of the assessment criteria used to evaluate their work.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Performance Rating				
	unsatisfactory (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
Domain 4: Professional Responsibilities				
4a: Reflecting on Practice	The library media specialist rarely reflects on the effectiveness of services, resources, and instructional strategies.	The library media specialist sometimes reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library media program. Reflection is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	The library media specialist often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library media program. Reflection is accurate, citing specific positive and negative characteristics. Some specific suggestions are made as to how the media program might be improved.	The library media specialist is constantly reflecting on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library media program. The library media specialist regularly considers changes necessary to ensure that future needs are met for an expanding dynamic program.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b: Maintaining Accurate Records and Media Budget	The library media specialist does not maintain accurate or current records.	The library media specialist maintains records including a current catalog of resources, circulation records, an inventory of media center equipment, and statistics of library media use.	The library media specialist maintains accurate, fairly current, and accessible records including: a current catalog of resources; circulation records; an inventory of media center equipment; and statistics of library media use. These records are reported at the end of the year.	The library media specialist maintains accurate, current, and easily accessible records including: a current catalog of resources; circulation records; an inventory of media center equipment; and statistics of library media use. These records are assembled, effectively interpreted, and reported in a timely manner throughout the year when requested and at the end of the year.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c: Communicating with Stakeholders	The library media specialist does not communicate with the school community about the library media program and services.	The library media specialist inconsistently communicates with the school staff and community to keep them informed and to promote the use of the library media program, new resources, and services.	The library media specialist communicates with the school staff and community to keep them informed and to promote the use of the library media program, new resources, and services.	The library media specialist effectively and consistently communicates with the school staff and community. They communicate the development of the library media program, new resources and services. The library media specialist actively solicits feedback and input from the school staff and community to improve instruction, program, and services.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4d: Participating in a Professional Community	The library media specialists' relationships with colleagues are frequently negative or self-serving and the library media specialist avoids or refuses to be involved in school and district events and projects.	The library media specialist participates in school and district events and projects when specifically requested. The library media specialist usually maintains a positive collaborative relationship with colleagues.	The library media specialist contributes to the school and to the district by voluntarily participating in school events and serving on school and district committees. Support and cooperation characterize relationships with colleagues.	The library media specialist makes substantial contributions to the school and to the district by voluntarily participating in school events, serving on school and district committees, and assuming a leadership role. Support and cooperation characterize relationships with colleagues.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Performance Rating

	unsatisfactory (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
4e: Growing and Developing Professionally	The library media specialist makes no attempt to go beyond what is required for maintaining certification. The library media specialist resists feedback on performance from either supervisors or more experienced colleagues. The library media specialist makes no effort to share knowledge with others or to assume professional responsibilities.	The library media specialist participates in professional activities when convenient. The library media specialist accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues. The library media specialist contributes to the profession to a limited extent.	The library media specialist seeks out opportunities for professional development to enhance professional practice. The library media specialist welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. The library media specialist participates actively in assisting other educators.	The library media specialist seeks out opportunities for professional development through professional reading, memberships, conferences, and action research. The library media specialist seeks out feedback from both supervisors and colleagues. The library media specialist initiates important activities such as teaching workshops, writing articles, and making presentations to contribute to the profession on a district, state, and national level.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4f: Showing professionalism	The library media specialist inconsistently adheres to standards for professional conduct, librarianship, and overall performance requirements, including attendance and punctuality. The library media specialist fails to comply with copyright laws and school and district regulations. The library media specialist has difficulty demonstrating respect, responsibility, honesty and integrity; requires frequent support supervision; resists feedback from colleagues and administrators and does not work cooperatively with students, staff, administrators or the community.	The library media specialist strives to adhere to standards for professional conduct, librarianship, and overall performance requirements, including attendance and punctuality. The library media specialist complies minimally with copyright laws and school and district regulations; doing just enough to get by. The library media specialist strives to demonstrate behaviors that model the values of respect, responsibility, honesty and integrity. However, he or she requires some support supervision. He or she responds appropriately to and acts upon feedback from colleagues and administrators and works cooperatively with students, staff, administrators and the community most of the time.	The library media specialist consistently adheres to standards for professional conduct, librarianship, and overall performance requirements, including attendance and punctuality. The library media specialist complies fully and voluntarily with copyright laws and school and district regulations. The library media specialist demonstrates high standards of respect, responsibility, honesty and integrity; performs with minimum supervision, responds well to and acts upon feedback from colleagues and administrators and works cooperatively with students, staff, administrators and the community.	The library media specialist consistently adheres to and models standards for professional conduct, librarianship, and overall performance requirements, including attendance and punctuality. The library media specialist complies fully and voluntarily with copyright laws and school and district regulations. The library media specialist helps members of the school community understand and adhere to these professional regulations. The library media specialist consistently demonstrates high standards of respect, responsibility, honesty, and integrity; performs with minimal supervision, responds well to and acts upon feedback from colleagues and administrators works cooperatively with students, staff, administrators and the community and actively encourages colleagues to do so.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STEP BY STEP FORMAL EVALUATION PROCEDURES

STEP 1: ADMINISTRATOR INFORMS TEACHER ABOUT EVALUATION PROCESS

School administrators meet with instructional staff during pre-planning week to orient and to inform them of assessment criteria and procedures. (Attendance at this meeting is mandatory. Teachers must sign an attendance roster.)

Online access to the Flagler County Teacher Evaluation Handbook is distributed at this meeting or within the first ten (10) days of employment. As additional staff is employed, administrators review the criteria and procedures of the assessment system within the first ten (10) days of each teacher's employment.

STEP 2: ADMINISTRATOR MEETS WITH TEACHER TO ASSIST IN DEVELOPMENT OF TEACHER'S IPLP

No later than October 15th, administrators collaborate with teachers to develop Individual Professional Learning Plans. The plan must clearly relate to specific performance data for the students to whom the teacher is assigned.

The plan must include clearly defined training objectives and specific and measurable improvements in extent to which each training activity did accomplish the performance gains that were predicted to results from the training.

STEP 3: ADMINISTRATOR SCHEDULES OBSERVATION AND OPTIONAL PRE- OBSERVATION CONFERENCE

Administrator sets an observation date and time with the teacher. The teacher must be given at least a one week notice prior to the announced classroom observation.

If a Pre-Observation Conference is requested by either the teacher or the assessor, the administrator schedules the Pre-Observation conference preferably 1-5 school days before the observation.

Administrator gives Pre-Observation Conference Form, for Formal Observations, to the teacher in advance of the conference and asks him or her to bring the completed form to the conference.

If a Pre-Observation Conference is not requested, the observing administrator may request a copy of the Pre-Observation form three (3) days prior to the observation.

STEP 4: ADMINISTRATOR HOLDS PRE-OBSERVATION CONFERENCE (If Applicable)

Administrator brings copy of the Pre-Observation Conference Form to the conference and uses it to guide the conversation and to organize notes as he/she records evidence.

Administrator discusses the lesson to be observed. The teacher should do most of the talking, but the administrator should ask questions and offer suggestions for improvement for the lesson.

STEP 5: ADMINISTRATOR OBSERVES TEACHER

Administrator gathers evidence of teacher's and students' actions, statements, and questions using the Evident Collection Forms.

The length of the announced formal observation lasting 30 – 45 minutes or up to one class period in secondary schools; is followed by a post-observation conference; the post-observation conference will occur within 10 days of the observation; data will be included in summative evaluation score.

STEP 6: ADMINISTRATOR SCHEDULES POST-OBSERVATION CONFERENCE (Required for Summative)

Administrator schedules the post-observation summative conference for no later than ten (10) teacher working days after the assessment takes place.

Administrator gives the teacher the Post-Observation Conference Form to complete in advance of the post-observation conference.

STEP 7: ADMINISTRATOR ALIGNS EVIDENCE USING THE FRAMEWORK

After the observation, the administrator identifies the relevant component(s) for each piece of evidence.

Administrator compares the evidence listed under each component to the level of performance descriptions and chooses the level of performance for each component that most closely aligns to the evidence.

Administrators complete the Annual Teacher Assessment Form for the teacher's appropriate job classification, i.e. classroom teacher, guidance counselor, etc.

STEP 8: ADMINISTRATOR HOLDS POST-OBSERVATION CONFERENCE – PART I

Administrator asks teacher to reflect on the lesson using the Post-Observation Conference Form.

Administrator discusses the evidence collected and the levels of performance chosen on the Annual Teacher Assessment Form for Part I.

Administrator and teacher sign Part I of the Annual Teacher Assessment Form. The teacher will have the right to initiate a written response to the assessment, the principal reviews and responds to within five (5) days. The response shall become a permanent attachment to the assessment instrument placed in the individual teacher's personnel file. (Article VI, D)

STEP 9: ADMINISTRATOR FINALIZES ANNUAL TEACHER ASSESSMENT FORM – PART II (Student Learning Gains)

Administrator adds the student growth data as provided by the Florida Department of Education to the Annual Teacher Assessment Form upon availability of data within 90 days after the close of the school year.

STEP 10: ADMINISTRATOR NOTIFIES TEACHER OF FINAL OVERALL RATING and HOLDS ADDITIONAL POST CONFERENCE

For teachers receiving an overall rating of effective or highly effective:

Administrator notifies teacher of over final rating and schedules an additional post conference

after the receipt of student growth data prior to September 15th.

Administrator holds additional post conference with the teacher and presents student growth data and the finalized Annual Teacher Assessment Form. (Conference if needed.)

Administrator and teacher sign Part II of the Annual Teacher Assessment Form. The teacher will have the right to review the student test data and initiate a written response to the assessment, and the response shall become a permanent attachment to the assessment instrument placed in the

individual teacher's personnel file.

Administrator and teacher may also review student data to finalize the teacher's Individual Professional Learning Plan (IPLP).

For teachers receiving an overall rating of needs improvement or unsatisfactory:

Administrator notifies teacher in writing of overall final rating.

Administrator schedules the post conference with teacher as soon as practicable but no later than September 15th.

Administrator holds additional post conference with the teacher and presents student growth data and the finalized Annual Teacher Assessment Form.

Administrator and teacher sign Part II of the Annual Teacher Assessment Form. The teacher will have the right to review the student test data and initiate a written response to the assessment, and the response shall become a permanent attachment to the assessment instrument placed in the individual teacher's personnel file.

Teacher Observation Cycle

New to the District:

- 2 Informal Observations
 - Shall include components from Domains 2 & 3
 - Pre-conference if either party requested
 - Feedback provided to the teacher within 3 workdays
 - Post conference if deficiencies are noted
 - (An informal observation should precede a formal observation when possible)
- 2 Formal Observations
 - Pre-conference prior to both
 - Domains 1, 2, 3 & 4 in their entirety
 - Post conference
- Summative Evaluation (2 per year for new teachers)

1 or more years in the District:

- 2 Informal Observations
 - Shall include components from Domains 2 & 3
 - Pre-conference if either party requested
 - Feedback provided to the teacher within 3 workdays
 - Post conference if deficiencies are noted
- 1 Formal Observation
 - Pre-conference prior to both
 - Domains 1, 2, 3 & 4 in their entirety
 - Post conference
- Summative Evaluation

A teacher placed on a Success Plan may have additional informal observations, as stipulated in the development of said Success Plan.

Any teacher, placed on a TSP, who fails to show improvement as indicated on the summative observation, and given the appropriate time to show improvement can; A) have an extension of the TSP if given the principal's authority or B) be placed on a 90-day probation (as recommended by the Superintendent or designee).

Note: This form is not required in the cases of significant violations of law, contract or School Board policy which calls for documentation and immediate and appropriate disciplinary action. In these situations the assistance of district administrators should be requested.

The Teacher Success Plan procedure is the district's commitment to provide direction and support to instructional personnel who are experiencing difficulty in meeting professional performance standards. The program calls together professionals to provide assistance in helping an individual be successful as a teacher. The highest level of success is realized when a teacher ceases to rely upon external support and direction and, instead, becomes self-motivated in a personal program of professional growth.



INSTRUCTIONAL EVALUATION

TEACHER _____ SCHOOL _____
 TITLE/POSITION _____ SCHOOL YEAR _____
 ANNUAL/PSC _____ 0-2 Years: 0 ___ 1 ___ 2 ___ ADMINISTRATOR _____

FORMAL OBSERVATION DATE _____ TIME _____

Domain 1: Planning and Preparation _____
 Domain 2: Classroom Environment _____
 Domain 3: Instruction _____
 Domain 4: Professional Responsibilities _____

Formal Observation Score: _____

*Unsatisfactory _____ *Needs Improvement _____ Effective _____ Highly Effective _____
 DOE Code: (G) (E) or (F) (D) (C)
(E) or (F) instructional staff in the first three years of employment needs improvement and was determined to be developing on his/her evaluation

*Teacher Success Plan Required: Success Plan implemented based on deficiencies in Domain(s) _____

Teacher Signature: _____
 Teacher's Comments: _____
 Administrator Signature: _____ FORMAL/DOE CODE _____
Teacher signature indicates receipt of this document and does not imply the recipient is in agreement with its content.

FORMAL OBSERVATION DATE _____ TIME _____

Domain 1: Planning and Preparation _____
 Domain 2: Classroom Environment _____
 Domain 3: Instruction _____
 Domain 4: Professional Responsibilities _____

Formal Observation Score: _____

*Unsatisfactory _____ *Needs Improvement _____ Effective _____ Highly Effective _____
 DOE Code: (G) (E) or (F) (D) (C)

*Teacher Success Plan Required: Success Plan implemented based on deficiencies in Domain(s) _____

Teacher Signature: _____
 Teacher's Comments: _____
 Administrator Signature: _____ FORMAL/DOE CODE _____
Teacher signature indicates receipt of this document and does not imply the recipient is in agreement with its content.

SCORE	CODE	IPLP Score/CODE: 10-17.5 (01), 17.6-25 (02), 25.1-32.5 (03), 32.6-40 (04)
Formal Observation Score and DOE Code _____	()	SPI Score/CODE: 96 - 115 (01), 116 - 165 (02), 166 - 214 (03), 215 - 264 (04)
IPLP Score and Code _____	()	Total Score/FINAL DOE CODE:
SPI/VAM Score and Code _____	()	Unsatisfactory 200-350 (G); Needs Improvement 351-500 (E) or (F); Effective 501-650 (D); Highly Effective 651-800 (C)
Total/Final Observation + IPLP + SPI/VAM _____	()	

Teacher Signature: _____ Date: _____
 Teacher's Comments: _____
 Administrator Signature: _____

Teacher signature indicates receipt of this document and does not imply the recipient is in agreement with its content.

Recommendation for reappointment: Y ___ N ___ SLG Code: _____ FINAL/DOE Code _____

October 2015

3. Other Indicators of Performance

Flagler County Schools uses its Individual Professional Learning Plan (IPLP) as 5% of the total evaluation (40 points). This is Flagler County’s official “third metric” of its evaluation system. All goals set in the IPLP must be measurable, manageable, and attainable.

The IPLP constitutes 5% (40 points) of the evaluation system. Teachers set measurable goals which are then approved by their evaluation administrator for appropriateness. At the close of the school year, teachers return their IPLP with supporting data to score their outcomes on a 1.0-4.0 range. If a teacher scores a 1.0, they earn 10 points. If they score a 1.5, they earn 15 points. 2.0 earns 20 points. 2.5 earns 25 points. 3.0 earns 30 points. 3.5 earns 35 points. 4.0 earns the full 40 points.

Individual Professional Learning Plan Guidelines (IPLP)

Meet with your Principal or AP to discuss your IPLP.

A. Target Group

Select a specific group of students to monitor. Strategies may be utilized for all students; however, the data for this target group will be used for your plan (e.g., Level 1 and 2 Reading Students, Algebra I Students).

B. Areas of Focus

Choose the area of focus for your professional growth objective based on the needs of your students, the school improvement plan, your certification needs, and on the discussions you have with your administrator. Areas to consider:

1. Teaching Strategies
2. Subject Content
3. Technology
4. Assessment
5. Classroom Management (recommended for all beginning teachers)
6. Integrating Writing Strategies
7. School Safety
8. Family Involvement

C. Desired Measurable Outcome based on Student Data

Review available data for students and the School Improvement Plan (SIP). Indicate your goal for the end of the year and how you plan to measure success. Evaluation may be based on standardized achievement tests when available; however, district achievement tests, teacher-constructed tests, portfolios, and checklists of performance may also be used when appropriate. Examples:

75% of Level 1 and 2 Reading students in my class will demonstrate at least one year’s growth based on Developmental Scale Scores from the STATE ASSESEMENT SSS assessment.

80% of the entire class will utilize grade-level science vocabulary words correctly in context with 80% accuracy.

D. Professional Development

List the activities you will actively pursue and in which you will participate when given the opportunity.

Attend professional development workshops on the topic(s) of _____.

(fill in blank)

Enroll in college courses in the subject area(s) of _____.

(fill in blank)

Participate in action research (utilizing district guidelines) based on the topic(s) of _____.

(fill in blank)

Develop an independent project after receiving prior approval on an “Independent Plan” form.

E. Final Evaluation

Reflect on the effect professional development in which you participated had on student achievement. Discuss both objectives. Attach evidence.

Reflection: If applicable, reflect on possible reasons you were not able to meet your goal.

Teacher Name: _____

Year: _____

Individual Professional Learning Plan (IPLP) Target Rubric Levels

Targeted Class (include Grade Level/Group): _____

Targeted Group of Students (all students/level 1 students/specific demographic):

Target Value : _____

Actual Value for individual's Class/group: _____

Difference between Target & Actual Value (measured when data returns): _____

Data should be measurable, manageable, and attainable.

<i>Student Achievement Indicator</i> <i>(Principal/Director and teacher need to collaborate to set appropriate "Cut Values" for each respective Rubric Equivalent)</i>	<i>Rubric Equivalent</i>
Class average is ABOVE the target by ____ points	4.0
Class average is ABOVE the target	3.5
Class average is within ____ points of the target	3.0
Class average is within ____ points of the target	2.5
Class average is within ____ points of the target	2.0
Class average is within ____ points of the target	1.5
Class average is BEYOND ____ points of the target	1.0

Rubric Equivalent	X 10	Point Value (40 maximum)
	X 10	

3.26-4.0: HE / 2.51-3.25: Effective/ 1.76-2.5 Needs Improvement (Yrs. 4+)/ 1.76-2.5 (Developing)(Yrs. 1-3)/ 1.0-1.75: Unsatisfactory
(C) (D) (E) (F) (G)

FDOE Code: _____

Office of Research and Growth

Flagler County

4. **Summative Evaluation Score**



Instructional



Non-Classroom Instructional



Guidance Counselor



Media Specialist



INSTRUCTIONAL EVALUATION

TEACHER _____ SCHOOL _____

TITLE/POSITION _____ SCHOOL YEAR _____

ANNUAL/PSC _____ 0-2 Years: 0 ___ 1 ___ 2 ___ ADMINISTRATOR _____

FORMAL OBSERVATION DATE _____ TIME _____

Domain 1: Planning and Preparation _____

Domain 2: Classroom Environment _____

Domain 3: Instruction _____

Domain 4: Professional Responsibilities _____

Formal Observation Score: _____

*Unsatisfactory _____ *Needs Improvement _____ Effective _____ Highly Effective _____
 124-216 217-309 310-402 403-496
 DOE Code: (B) (E) or (F) (D) (C)

*Teacher Success Plan Required Success Plan implemented based on deficiencies in Domain(s) _____

Teacher Signature: _____

Teacher's Comments: _____

Administrator Signature: _____

Teacher signature indicates receipt of this document and does not make the recipient's acknowledgment with consent.

FORMAL/DOE CODE _____

FORMAL OBSERVATION DATE _____ TIME _____

Domain 1: Planning and Preparation _____

Domain 2: Classroom Environment _____

Domain 3: Instruction _____

Domain 4: Professional Responsibilities _____

Formal Observation Score: _____

*Unsatisfactory _____ *Needs Improvement _____ Effective _____ Highly Effective _____
 124-216 217-309 310-402 403-496
 DOE Code: (B) (E) or (F) (D) (C)

*Teacher Success Plan Required Success Plan implemented based on deficiencies in Domain(s) _____

Teacher Signature: _____

Teacher's Comments: _____

Administrator Signature: _____

Teacher signature indicates receipt of this document and does not make the recipient's acknowledgment with consent.

FORMAL/DOE CODE _____

SLG	CODE	IPLP Score/CODE: 10-17.5 (B1), 17.6-25 (B2), 25.1-32.5 (B3), 32.6-40 (B4)
Formal Observation Score and DOE Code _____	()	SPI Score/CODE: 66 - 115 (B3), 116 - 165 (B2), 166 - 214 (B1), 215 - 264 (A4)
IPLP Score and Code _____	()	Total Score/FINAL DOE CODE:
SPI/VAM Score and Code _____	()	Unsatisfactory 200-250 (B), Needs Improvement 251-500 (E) or (F)
Total/Final Observation + IPLP + SPI/VAM _____	()	Effective 501-650 (D), Highly Effective 651-800 (C)

Teacher Signature: _____ Date: _____

Teacher's Comments: _____

Administrator Signature: _____

Teacher signature indicates receipt of this document and does not make the recipient's acknowledgment with consent.

Recommendation for reappointment: Y ___ N ___ SLG Code: _____ FINAL/DOE Code _____

October 2015

Teacher's Name:
 Evaluator's Name:
 Date:

Instructional Calculation Evaluation Form		UN	NI	EFF	H.E.	Total	Sum of Domains	Possible Pts
Domain 1: Planning & Preparation	Wt. x 2	1	2	3	4			
1a: Demonstrating Knowledge of Content and Pedagogy	Wt. x 2							
1b: Demonstrating Knowledge of Students	Wt. x 2							
1c: Selecting Instructional Goals	Wt. x 2							
1d: Demonstrating Knowledge of Resources	Wt. x 2							
1e: Designing Coherent Instruction	Wt. x 2							
1f: Designing Student Assessments	Wt. x 2							
						→		48
Domain 2: The Classroom Environment	Wt. x 8.9	1	2	3	4			
2a: Creating an Environment of Respect and Rapport	Wt. x 8.9							
2b: Establishing a Culture for Learning	Wt. x 8.9							
2c: Managing Classroom Procedures	Wt. x 8.9							
2d: Managing Student Behavior	Wt. x 8.9							
2e: Organizing Physical Space	Wt. x 8.9							
						→		178
Domain 3: Instruction	Wt. x 11.1	1	2	3	4			
3a: Communicating with Students	Wt. x 11.1							
3b: Using Questioning and Discussion Techniques	Wt. x 11.1							
3c: Engaging Students in Learning	Wt. x 11.1							
3d: Using Assessment in Instruction	Wt. x 11.1							
3e: Demonstrating Flexibility and Responsiveness	Wt. x 11.1							
						→		222
Domain 4: Professional Responsibilities	Wt. 2	1	2	3	4			
4a: Reflecting on Teaching	Wt. 2							
4b: Maintaining Accurate Records	Wt. 2							
4c: Communicating with Families	Wt. 2							
4d: Participating in the Professional Community	Wt. 2							
4e: Growing and Developing Professionally	Wt. 2							
4f: Showing Professionalism	Wt. 2							
						→		48
Sum of All Components						Total		496

Formal Observation 496 pts PLUS VAM/SPI 354 pts PLUS IPLP 40 Pts = 890 Total Points for Summative Evaluation
 Formal Observation Score Summative Evaluation Score
 403-496 Highly Effective 651-800 Highly Effective
 310 - 402 Effective 503-650 Effective
 217 - 309 Needs Improvement 355-500 Needs Improvement
 124 - 216 Unsatisfactory 200-350 Unsatisfactory

September 2015



NON-CLASSROOM INSTRUCTIONAL

TEACHER _____ SCHOOL _____

TITLE/POSITION _____ SCHOOL YEAR _____

ANNUAL/PSC _____ 0-2 Years: 0 1 2 ADMINISTRATOR _____

FORMAL OBSERVATION DATE _____ TIME _____

Domain 1: Planning and Preparation _____

Domain 2: The Environment _____

Domain 3: Delivery of Service _____

Domain 4: Professional Responsibilities _____

Formal Observation Score: _____

*Unsatisfactory _____ 124-216 (G)
DOE Code: (G)

*Needs Improvement _____ 217-309 (E) or (F)
(E) or (F) instructional staff in the first three years of employment needs improvement and was determined to be developing on his/her evaluation

Effective _____ 310-402 (D)

Highly Effective _____ 403-496 (C)

*Teacher Success Plan Required Success Plan implemented based on deficiencies in Domain(s) _____

Teacher Signature: _____

Teacher's Comments: _____

Administrator Signature: _____

Teacher sign-off indicates receipt of this document and does not imply the recipient is in agreement with its content.

FORMAL/DOE CODE _____

FORMAL OBSERVATION DATE _____ TIME _____

Domain 1: Planning and Preparation _____

Domain 2: The Environment _____

Domain 3: Delivery of Service _____

Domain 4: Professional Responsibilities _____

Formal Observation Score: _____

*Unsatisfactory _____ 124-216 (G)
DOE Code: (G)

*Needs Improvement _____ 217-309 (E) or (F)

Effective _____ 310-402 (D)

Highly Effective _____ 403-496 (C)

*Teacher Success Plan Required Success Plan implemented based on deficiencies in Domain(s) _____

Teacher Signature: _____

Teacher's Comments: _____

Administrator Signature: _____

Teacher sign-off indicates receipt of this document and does not imply the recipient is in agreement with its content.

FORMAL/DOE CODE _____

	SCORE	CODE
Formal Observation Score and DOE Code _____	()	IPLP Score/CODE: 10-17.5 (D1), 17.6-25 (D2), 25.1-32.5 (D3), 32.6-40 (D4)
IPLP Score and Code _____	()	SPI Score/CODE: 66 - 115 (D1), 116 - 165 (D2), 166 - 214 (D3), 215 - 264 (D4)
SPI/VAM Score and Code _____	()	Total Score/FINAL DOE CODE: Unsatisfactory 200-300 (G), Needs Improvement 351-500 (E) or (F), Effective 501-650 (D), Highly Effective 651-800 (C)
Total/Final Observation + IPLP + SPI/VAM _____	()	

Teacher Signature: _____ Date: _____

Teacher's Comments: _____

Administrator Signature: _____

Teacher sign-off indicates receipt of this document and does not imply the recipient is in agreement with its content.

Recommendation for reappointment: Y _____ N _____ SLG Code: _____ FINAL/DOE Code _____

October 2015

Non-Classroom Instructional

Teacher Name:
 Evaluator Name:
 Date:

Non-Classroom Instructional Calculation Form		UN	NI	EF	H.E.	Total	Sum of Domains	Possible Pts
Domain 1: Planning & Preparation	Wt. x 2	1	2	3	4			
1a: Demonstrating Knowledge Theory & Tech.	Wt. x 2							
1b: Demonstrating Knowledge of Child Development	Wt. x 2							
1c: Establishing Goals for the Program	Wt. x 2							
1d: Demonstrating Knowledge of Regulations	Wt. x 2							
1e: Planning the Program with Regular School Program	Wt. x 2							
1f: Developing a Plan to Evaluate the Program	Wt. x 2							
						→		48
Domain 2: The Environment	Wt. x 8.9	1	2	3	4			
2a: Creating an Environment of Respect and Rapport	Wt. x 8.9							
2b: Establishing a Culture for Productive Communication	Wt. x 8.9							
2c: Managing Routines and Procedures	Wt. x 8.9							
2d: Establishing Standards of Conduct & Contributing	Wt. x 8.9							
2e: Organizing Physical Space	Wt. x 8.9							
						→		176
Domain 3: Delivery of Services	Wt. x 11.1	1	2	3	4			
3a: Assessing Students Needs	Wt. x 11.1							
3b: Assisting Students & Teachers in All plans	Wt. x 11.1							
3c: Using Techniques in Individual & Classroom Program	Wt. x 11.1							
3d: Collaboration with All Resources	Wt. x 11.1							
3e: Demonstrating Flexibility and Responsiveness	Wt. x 11.1							
						→		222
Domain 4: Professional Responsibilities	Wt. 2	1	2	3	4			
4a: Reflecting on practice	Wt. 2							
4b: Maintaining Accurate Records	Wt. 2							
4c: Communicating with Families	Wt. 2							
4d: Participating in the Professional Community	Wt. 2							
4e: Engaging in Professional Development	Wt. 2							
4f: Showing Professionalism	Wt. 2							
						→		48
Sum of All Components						Total		496

Formal Observation 496 pts PLUS VAM/SPI 264 pts PLUS IPLP 40 Pts = 800 Total Points for Summative Evaluation.
 Formal Observation Score Summative Evaluation Score
 403-496 Highly Effective 651-800 Highly Effective
 310 - 402 Effective 501-650 Effective
 217 - 309 Needs Improvement 351-500 Needs Improvement
 124 - 216 Unsatisfactory 200-350 Unsatisfactory

September 2015



SCHOOL COUNSELOR EVALUATION

TEACHER _____ SCHOOL _____

TITLE/POSITION _____ SCHOOL YEAR _____

ANNUAL/PSC _____ 0-2 Years: 0 ___ 1 ___ 2 ___ ADMINISTRATOR _____

FORMAL OBSERVATION DATE _____ TIME _____

Domain 1: Planning and Preparation _____

Domain 2: The Environment _____

Domain 3: Evaluation _____

Domain 4: Professional Responsibilities _____

Formal Observation Score: _____

*Unsatisfactory _____ 224-226 (G)
DOE Code: (G)

*Needs Improvement _____ 217-309 (E) or (F)
Instructional staff in the first three years of employment needs improvement and was determined to be developing on his/her evaluation

Effective _____ 330-402 (D)

Highly Effective _____ 403-496 (C)

*Teacher Success Plan Required Success Plan implemented based on deficiencies in Domain(s) _____

Teacher Signature: _____

Teacher's Comments: _____

Administrator Signature: _____

Teacher sign-off indicates receipt of this document and does not imply the recipient is in agreement with its content.

FORMAL/DOE CODE _____

FORMAL OBSERVATION DATE _____ TIME _____

Domain 1: Planning and Preparation _____

Domain 2: The Environment _____

Domain 3: Evaluation _____

Domain 4: Professional Responsibilities _____

Formal Observation Score: _____

*Unsatisfactory _____ 224-226 (G)
DOE Code: (G)

*Needs Improvement _____ 217-309 (E) or (F)

Effective _____ 310-402 (D)

Highly Effective _____ 403-496 (C)

*Teacher Success Plan Required Success Plan implemented based on deficiencies in Domain(s) _____

Teacher Signature: _____

Teacher's Comments: _____

Administrator Signature: _____

Teacher sign-off indicates receipt of this document and does not imply the recipient is in agreement with its content.

FORMAL/DOE CODE _____

SCORE	CODE	IPLP Score/CODE: 10-17.5 (01), 17.6-25 (02), 25.1-32.5 (03), 32.6-40 (04)
Formal Observation Score and DOE Code _____	()	SPI Score/CODE: 66 - 115 (01), 116 - 165 (02), 166 - 214 (03), 215 - 264 (04)
IPLP Score and Code _____	()	Total Score/FINAL DOE CODE:
SPI/VAM Score and Code _____	()	Unsatisfactory 200-350 (G), Needs Improvement 351-500 (E) or (F),
Total/Final Observation + IPLP + SPI/VAM _____	()	Effective 501-650 (D), Highly Effective 651-800 (C)

Teacher Signature: _____ Date: _____

Teacher's Comments: _____

Administrator Signature: _____

Teacher sign-off indicates receipt of this document and does not imply the recipient is in agreement with its content.

Recommendation for reappointment: Y ___ N ___ SLG Code: _____ FINAL/DOE Code _____

October 2015

Teacher Name:
 Evaluator's Name:
 Date:

FCSD School Counselor

School Counselor		UN	NI	EFF	H.E.	Total	Sum of Domains	Possible Pts
Domain 1: Planning & Preparation		1	2	3	4			
1a: Demonstrating Knowledge Student & School Demographics	Wt. x 2.4							
1b: Establishing Goals for the Counseling Program	Wt. x 2.4							
1c: Aligning School Counseling Activities with School & District	Wt. x 2.4							
1d: Developing a Plan to Evaluate the School Counseling Program	Wt. x 2.4							
1e: Demonstrating Knowledge of Resources	Wt. x 2.4							
						→		48
Domain 2: The Environment	Wt. x 9.3	1	2	3	4			
2a: Creating an Environment of Respect and Rapport	Wt. x 9.3							
2b: Establishing a Culture for Productive Communication	Wt. x 9.3							
2c: Managing Routines and Procedures	Wt. x 9.3							
2d: Establishing Standards of Conduct & Contributing to School Culture	Wt. x 9.3							
2e: Organizing Physical Space	Wt. x 9.3							
						→		186
Domain 3: Evaluation	Wt. x 13.4	1	2	3	4			
3a: Assessing Student Needs	Wt. x 13.4							
3b: Assisting Students for Future Plans Based on Student Needs	Wt. x 13.4							
3c: Appropriate Interaction with Students Using Counseling Strategies	Wt. x 13.4							
3d: Communicating with Families	Wt. x 13.4							
						→		214
Domain 4: Professional Responsibilities		1	2	3	4			
4a: Reflecting on Practice	Wt. x 2.4							
4b: Maintaining and Submitting Accurate Records	Wt. x 2.4							
4c: Participating in a Professional Community	Wt. x 2.4							
4d: Growing and Developing Professionally	Wt. x 2.4							
4e: Showing Professionalism	Wt. x 2.4							
						→		48
Sum of All Components						Total		496

Formal Observation 496 pts PLUS VAM/SPI 264 pts
 Formal Observation Score
 403-496 Highly Effective
 310 - 403 Effective
 217 - 309 Needs Improvement
 124 - 216 Unsatisfactory

PLUS IFLP 40 Pts = 800 Total Points for Summative Evaluation
 Summative Evaluation Score
 651-800 Highly Effective
 501-650 Effective
 351-500 Needs Improvement
 200-350 Unsatisfactory

September 2015



MEDIA SPECIALIST EVALUATION

TEACHER _____ SCHOOL _____
 TITLE/POSITION _____ SCHOOL YEAR _____
 ANNUAL/PSC _____ 0-2 Years: 0 ___ 1 ___ 2 ___ ADMINISTRATOR _____

FORMAL OBSERVATION DATE _____ TIME _____

Domain 1: Planning and Preparation _____
 Domain 2: The Environment _____
 Domain 3: Delivery of Service _____
 Domain 4: Professional Responsibilities _____

Formal Observation Score: _____

*Unsatisfactory _____ 124-216 (G)
 *Needs Improvement _____ 217-309 (E) or (F) Instructional staff in the first three years of employment needs improvement and was determined to be developing on his/her evaluation
 Effective _____ 310-402 (D)
 Highly Effective _____ 403-496 (C)

*Teacher Success Plan Required Success Plan implemented based on deficiencies in Domain(s) _____

Teacher Signature: _____
 Teacher's Comments: _____
 Administrator Signature: _____ FORMAL/DOE CODE _____
Teacher signature indicates receipt of this document and does not imply the recipient is in agreement with its content.

FORMAL OBSERVATION DATE _____ TIME _____

Domain 1: Planning and Preparation _____
 Domain 2: The Environment _____
 Domain 3: Delivery of Service _____
 Domain 4: Professional Responsibilities _____

Formal Observation Score: _____

*Unsatisfactory _____ 124-216 (G)
 *Needs Improvement _____ 217-309 (E) or (F)
 Effective _____ 310-402 (D)
 Highly Effective _____ 403-496 (C)

*Teacher Success Plan Required Success Plan implemented based on deficiencies in Domain(s) _____

Teacher Signature: _____
 Teacher's Comments: _____
 Administrator Signature: _____ FORMAL/DOE CODE _____
Teacher signature indicates receipt of this document and does not imply the recipient is in agreement with its content.

SCORE	CODE	IPLP Score/CODE: 10-17.5 (01), 17.6-25 (02), 25.1-32.5 (03), 32.6-40 (04)
Formal Observation Score and DOE Code _____	()	SPI Score/CODE: 66 - 115 (01), 116 - 165 (02), 166 - 214 (03), 215 - 264 (04)
IPLP Score and Code _____	()	Total Score/FINAL DOE CODE:
SPI/VAM Score and Code _____	()	Unsatisfactory 200-350 (G), Needs Improvement 351-500 (E) or (F), Effective 501-650 (D), Highly Effective 651-800 (C)
Total/Final Observation + IPLP + SPI/VAM _____	()	

Teacher Signature: _____ Date: _____
 Teacher's Comments: _____
 Administrator Signature: _____
Teacher signature indicates receipt of this document and does not imply the recipient is in agreement with its content.

Recommendation for reappointment Y ___ N ___ SLG Code: _____ FINAL/DOE Code _____

October 2015

Teacher's Name:
 Evaluator's Name:
 Date:

FCSD MEDIA SPECIALIST

Media Specialist		UN	NI	Eff	H.E.	Total	Sum of Domains	Possible Pts
Domain 1: Planning & Preparation	Wt. x 2.0	1	2	3	4			
1a: Demonstrating Knowledge of Classroom Curriculum	Wt. x 2.0							
1b: Demonstrating Knowledge of Students	Wt. x 2.0							
1c: Establishing Goals for the Library Media Program	Wt. x 2.0							
1d: Demonstrating Knowledge of Skills and Responsibilities	Wt. x 2.0							
1e: Collection Development and Maintenance	Wt. x 2.0							
1f: Developing a Plan to Evaluate Media Program	Wt. x 2.0							
						→		48
Domain 2: The Environment	Wt. x 8.6	1	2	3	4			
2a: Creating an Environment of Respect and Rapport	Wt. x 8.6							
2b: Establishing an Environment for Learning	Wt. x 8.6							
2c: Establishing & Managing Media Center Procedures	Wt. x 8.6							
2d: Managing Student Behavior	Wt. x 8.6							
2e: Organizing Physical Space	Wt. x 8.6							
						→		172
Domain 3: Delivery of Services	Wt. x 9.5	1	2	3	4			
3a: Engaging Students in Informational Literacy	Wt. x 9.5							
3b: Cooperating and Coordinating with Stakeholders	Wt. x 9.5							
3c: Engaging Students in Literature Activities	Wt. x 9.5							
3d: Assisting Stakeholders in the Use of Technology	Wt. x 9.5							
3e: Demonstrating Flexibility and Responsiveness	Wt. x 9.5							
3f: Delivering Instruction	Wt. x 9.5							
						→		228
Domain 4: Professional Responsibilities	Wt. x 2.0	1	2	3	4			
4a: Reflecting on Practice	Wt. x 2.0							
4b: Maintaining Accurate Records & Media Budget	Wt. x 2.0							
4c: Communicating with Stakeholders	Wt. x 2.0							
4d: Participating in the Professional Community	Wt. x 2.0							
4e: Growing and Developing Professionally	Wt. x 2.0							
4f: Showing Professionalism	Wt. x 2.0							
						→		48
Sum of All Components						Total		496

Formal Observation 496 pts PLUS VAM/SPI 264 pts PLUS IPLP 40 Pts = 800 Total Points for Summative Evaluation
 Formal Observation Score Summative Evaluation Score
 403-496 Highly Effective 651-800 Highly Effective
 310 - 402 Effective 501-650 Effective
 217 - 309 Needs Improvement 351-500 Needs Improvement
 124 - 216 Unsatisfactory 200-350 Unsatisfactory

October 2015

The Performance Standards used to determine the summative evaluation rating is as follows:

Highly Effective: Refers to professional teaching that innovatively involves students in the learning process and creates a true community of learners. Teachers performing at this level are master teachers and leaders in the field, both inside and outside of their school.

Effective: Refers to successful, professional teaching that is consistently at a high level.

Needs Improvement or Developing: Refers to teaching that reflects the necessary knowledge and skills to be effective, but its application is inconsistent. “Needs Improvement” will be used for teachers with 3+ years of experience. “Developing” will be used for teachers with 3 years or less experience and for experienced teachers new to the district.

Unsatisfactory: Refers to teaching that does not convey understanding of the concepts underlying the component. This level of performance is doing harm in the classroom.

As agreed upon by and between the School Board of Flagler County, Florida and the Flagler County Educator’s Association (FCEA):

Evaluations

A trained administrator shall conduct all observations of an employee, with the full knowledge of the employee, and solely for the purpose of evaluation toward the improvement of professional performance as a means of assuring the most competent educational techniques.

Teachers shall be given electronic access to the evaluation framework (including the teacher observation instrument) during the first month of the school year. Teachers employed after the first month of school shall be provided electronic access to the evaluation framework (including the teacher observation instrument) within twenty (20) days after assuming their teaching responsibilities. Each teacher shall be permitted to ask questions concerning the evaluation process.

Within two (2) weeks after the beginning of each school year, the principal and/or District personnel shall acquaint each employee directly under supervision with the evaluation procedures, standards and instrument used for the assessment. The principal shall fully explain any specific requirements as they relate to the evaluation instrument. The purpose of the orientation is to achieve mutual understanding of the evaluation system. No evaluation shall take place until such orientation has been completed.

As it relates to S.B. 340, the Board proposes a joint committee comprised of six (6) members with three (3) from the Board and three (3) from the Association to meet and discuss the development of a new assessment tool. The Board reserves the right to make a final decision on the actual assessment instrument and the procedures used to implement S.B. 340.

Within ten (10) working days after each formal observation, the teacher and administrator shall meet and discuss the evaluation feedback and scores. If the teacher is in agreement with the evaluation then the teacher shall sign and be given a copy of the instrument. If the teacher disagrees with the evaluation then the teacher shall have up to five (5) working days to review the evaluation and make written comments or show cause for revisions. If revisions are requested, the administrator shall have up to five (5) working days to meet with the teacher to accept or deny the revisions. Regardless of the outcome, the teacher shall sign and be given a copy of the summary form detailing the scores for all components of the evaluation including the strengths and weaknesses of the teacher’s overall performance. The employee’s signature shall not mean agreement with the evaluation, but rather awareness of the content. Space shall be provided on the evaluation instrument for written comments concerning the evaluation. If the teacher disagrees with any assessment below “effective,” he/she shall have the right to request documentation that substantiates the evaluator’s assessment and to file a grievance of the process or procedural aspects of the evaluation following the grievance procedure established in Article IV.

Both parties agree to establish a standing committee, which will review the outcome of this process for validity and reliability no later than the first week of June and prepare a report for presentation to the Board at the last meeting in June. The committee will meet regularly for the purpose of monitoring implementation. This report will include recommendations for any modifications in the program if necessary. The committee will be comprised of three members selected by management and three members selected by FCEA.

Professional Development Programs

Analysis of teacher and principal annual evaluations which reveal a need for training, are determined by review in the following areas: use of data; higher level thinking strategies; writing, math, reading, science strategies and content; differentiating instruction, integrating technology, using higher order thinking, and classroom management. Principal evaluations which demonstrate a need in the following areas: Instructional Leadership, focusing on a diverse population, developing future leaders, and communication, training will be considered. Teachers who receive a rating of Needs Improvement may show shortcomings in one or more of the following areas: lack of lesson rigor and authentic student engagement, classroom management, lack of lesson differentiation, and lack of planning. Their Success Plans will require them to participate in professional development in the areas of need. The evaluation results are used to identify future instructional leaders, mentors and presenters for PD on high yield instructional strategies. Also, the results will provide evidence that guides future professional developments within the identified areas of the evaluation rubric. These identified low performing domains and indicators will assist in the future planning for the professional development as well as future learning opportunities within our professional learning communities at all schools.

Flagler County compares each school on how it scores its teacher for each component of the evaluation system. When one school has a disproportionate amount of highly effective teachers on the deliberate practice component, we use this as an opportunity to revisit inter-rater reliability training.

Teachers will receive an official annual evaluation based on the prescribed observation schedule: New to the District:

2 informal observations

- Shall include components from Domains 2 & 3
- Pre-conference if either party requested
- Feedback provided to the teacher within 3 workdays
- Post conference if deficiencies are noted

2 formal observations

- Pre-conference prior to both
- Domains 1, 2, 3 & 4 in their entirety
- Post conference

Summative Evaluation

1 or more years in the District:

2 informal observations

- Shall include components from Domains 2 & 3
- Pre-conference if either party requested
- Feedback provided to the teacher within 3 workdays
- Post conference if deficiencies are noted

1 formal observation

- Pre-conference prior to both
- Domains 1, 2, 3 & 4 in their entirety
- Post conference

Summative Evaluation

Teachers newly hired by the district will receive two evaluations within their first year of employment, the first within 90 days of employment. Teachers 1 or more years in the district will be evaluated at least once per year.

Before a teacher receives an evaluation of Needs Improvement or Unsatisfactory, they will be placed on Success Plan within the identified deficient areas of instruction through the evaluation tool. The teacher will be provided assistance with a teacher support colleague as a mentor in modeling highly effective instructional strategies. If a teacher receives a needs improvement or unsatisfactory on their evaluation, the teacher is placed on a success plan providing assistance within the noted areas of deficiency from the domains and indicators of the teacher evaluation tool. The success plan will include specific professional development from the deficient areas to assist the teacher on improving the high yield instructional strategies. The teacher will be assigned a mentor or a teacher support colleague will work specifically with this teacher to aid in additional training for improved instruction. Flagler Schools will use multiple sources and resources in meeting the individual needs of each teacher performing as needs improvement or unsatisfactory.

PARENTAL INPUT

Prior to completing the rating scales for the Danielson indicators listed in the Flagler County teachers' evaluation, administrators may consider information from parent interactions related to, but not limited to the following:

- Parent phone calls

 - Letters, notes, e-mails, etc.

 - Face to face conferences

 - Information gathered as a part of parent input focus meetings

 - Survey data gather by the teacher

- Survey data gathered by the school

 - Data gathered using a district parent feedback form (if applicable)

 - Other formal and informal interactions with parents

The administrator will share these examples of possible sources with the teachers in initial orientation and indicate that documentation may be kept so that the information can be shared with the teacher.

It should be cautioned that one complaint, unless severe, with supporting documentation, does not warrant a significant reduction in a rubric score.

A pattern of alike parent input (a preponderance of evidence) may warrant a reduction.

In reviewing the domains and indicators, parental input may correlate with, but not be limited to the following: Indicators 1b, 2a, 2b, 2d, 2e, 3a, 4b, 4c, 4f

*It should also be noted that if no information is forthcoming the teacher score is not affected

TEACHING FIELDS REQUIRING SPECIAL CRITERIA

The district process for identifying fields that need special procedures or criteria is to develop a team that consists of the ESE director, Human Resource director and the Curriculum Department directors.

The teachers' evaluation team has determined that while the principal is responsible for the evaluation of all teachers, the ESE director will participate in all the evaluation trainings and serve as a consultant to the principal. This is based on the premise that while an administrator knows evaluative measures in a generic setting, they may not know the specifics for a specialized class.

In generating a list of the specific classes the ESE director may be requested to observe or consult about, the broad spectrum would address self-contained classes. More specifically, those students

with “access points” are targeted as classes of a specialty nature. These students have significant cognitive disabilities. The list includes, but is not limited to:

Language Impaired	LI
Other Health Impaired	OHI
Specific Learning Disabilities	SLD
Varying Exceptions	VE
Autism Spectrum Disorder	ASD
Physically Impaired	PI
Functional Skills/Intellectual Disabilities	
Pre-K ESE	
Emotionally and/or Behaviorally Disturbed	EBD
Gifted	

Itinerant teachers (teachers who serve more than one location) will be evaluated by the building-level administrator of the base school (the school/site responsible for payroll). Observations may be conducted by both administrators who will confer on one final evaluation to be submitted to Human Resource Office. Itinerant Teachers will use the AMO Growth Rubrics based on the SWD population (1 measure for Math/1 measure for Reading) for each school the individual services. Example: If the individual services 2 schools, a total of 4 rubrics will be used.

The following teachers are evaluated by the administrator with input from the district level

- supervisor: Vision Teachers
- Speech/Language
- Clinicians
- Deaf/Hard of
- Hearing Teachers
- VAATT Teachers
- Pre-K Instructional
- Support Teachers
- School Social
- Workers
- PLUS Case Workers
- School
- Psychologists
- ESE Placement Specialists
- ESE Instructional

Support Teachers
Transition Specialists
IEP Facilitators

Teachers with more than one job function, on the same site or shared between sites, should be evaluated as one teacher, not per job function.

Beginning teachers (and teachers new to teaching in the district) will receive two (2) formal observations and two (2) Informal Observation. Flagler County will allow the principal to determine the specific student performance measure specific to the instructional personnel that are newly hired for their first performance evaluation during their first year of employment within the district

Each beginning teacher is assigned a peer mentor for the first year of employment. Extended peer mentoring may be provided if needed. The role of the peer mentor is to meet regularly (at least once monthly) with the teacher for feedback, consultation, data review, and assistance. A vital role of the mentor is to help the new teacher set realistic goals and targets that will impact student learning. Utilizing Formal Assessments and teacher-made district assessments, the mentor assists the teacher in tracking student progress through pre-, mid-, and post-year assessments. The administrator may also conduct data reviews with the beginning teacher. Feedback is provided through formative observations and conferences as well as summative observations and conferences provided by the administrator. The Annual Teacher Assessment Form will employ “Developing” instead of “Needs Improvement” for beginning teachers.

Mentor Teachers

Beginning: 120 days

Experienced: 90 days

6. District Evaluation Procedures

STEP BY STEP FORMAL EVALUATION PROCEDURES

STEP 1: ADMINISTRATOR INFORMS TEACHER ABOUT EVALUATION PROCESS

School administrators meet with instructional staff during pre-planning week to orient and to inform them of assessment criteria and procedures. (Attendance at this meeting is mandatory. Teachers must sign an attendance roster.)

Online access to the Flagler County Teacher Evaluation Handbook is distributed at this meeting or within the first ten (10) days of employment. As additional staff is employed, administrators review the criteria and procedures of the assessment system within the first ten (10) days of each teacher's employment.

STEP 2: ADMINISTRATOR MEETS WITH TEACHER TO ASSIST IN DEVELOPMENT OF TEACHER'S IPLP

No later than October 15th, administrators collaborate with teachers to develop Individual Professional Learning Plans. The plan must clearly relate to specific performance data for the students to whom the teacher is assigned.

The plan must include clearly defined training objectives and specific and measurable improvements in extent to which each training activity did accomplish the performance gains that were predicted to results from the training.

STEP 3: ADMINISTRATOR SCHEDULES OBSERVATION AND OPTIONAL PRE- OBSERVATION CONFERENCE

Administrator sets an observation date and time with the teacher. The teacher must be given at least a one week notice prior to the announced classroom observation.

If a Pre-Observation Conference is requested by either the teacher or the assessor, the administrator schedules the Pre-Observation conference preferably 1-5 school days before the observation.

Administrator gives Pre-Observation Conference Form, for Formal Observations, to the teacher in advance of the conference and asks him or her to bring the completed form to the conference.

If a Pre-Observation Conference is not requested, the observing administrator may request a copy of the Pre-Observation form three (3) days prior to the observation.

STEP 4: ADMINISTRATOR HOLDS PRE-OBSERVATION CONFERENCE (If Applicable)

Administrator brings copy of the Pre-Observation Conference Form to the conference and uses it to guide the conversation and to organize notes as he/she records evidence.

Administrator discusses the lesson to be observed. The teacher should do most of the talking, but the administrator should ask questions and offer suggestions for improvement for the lesson.

STEP 5: ADMINISTRATOR OBSERVES TEACHER

Administrator gathers evidence of teacher's and students' actions, statements, and questions using the Evident Collection Forms.

The length of the announced formal observation lasting 30 – 45 minutes or up to one class period in secondary schools; is followed by a post-observation conference; the post-observation conference will occur within 10 days of the observation; data will be included in summative evaluation score.

STEP 6: ADMINISTRATOR SCHEDULES POST-OBSERVATION CONFERENCE (Required for Summative)

Administrator schedules the post-observation summative conference for no later than ten (10) teacher working days after the assessment takes place.

Administrator gives the teacher the Post-Observation Conference Form to complete in advance of the post-observation conference.

STEP 7: ADMINISTRATOR ALIGNS EVIDENCE USING THE FRAMEWORK

After the observation, the administrator identifies the relevant component(s) for each piece of evidence.

Administrator compares the evidence listed under each component to the level of performance descriptions and chooses the level of performance for each component that most closely aligns to the evidence.

Administrators complete the Annual Teacher Assessment Form for the teacher's appropriate job classification, i.e. classroom teacher, guidance counselor, etc.

STEP 8: ADMINISTRATOR HOLDS POST-OBSERVATION CONFERENCE – PART I

Administrator asks teacher to reflect on the lesson using the Post-Observation Conference Form.

Administrator discusses the evidence collected and the levels of performance chosen on the Annual Teacher Assessment Form for Part I.

Administrator and teacher sign Part I of the Annual Teacher Assessment Form. The teacher will have the right to initiate a written response to the assessment, the principal reviews and responds to within five (5) days. The response shall become a permanent attachment to the assessment instrument placed in the individual teacher's personnel file. (Article VI, D)

STEP 9: ADMINISTRATOR FINALIZES ANNUAL TEACHER ASSESSMENT FORM – PART II (Student Learning Gains)

Administrator adds the student growth data as provided by the Florida Department of Education to the Annual Teacher Assessment Form upon availability of data within 90 days after the close of the school year.

STEP 10: ADMINISTRATOR NOTIFIES TEACHER OF FINAL OVERALL RATING and HOLDS ADDITIONAL POST CONFERENCE

For teachers receiving an overall rating of effective of highly effective:

Administrator notifies teacher of over final rating and schedules an additional post conference after the receipt of student growth data prior to September 15th.

Administrator holds additional post conference with the teacher and presents student growth data and the finalized Annual Teacher Assessment Form. (Conference if needed.)

Administrator and teacher sign Part II of the Annual Teacher Assessment Form. The teacher will have the right to review the student test data and initiate a written response to the assessment, and the response shall become a permanent attachment to the assessment instrument placed in the

individual teacher's personnel file.

Administrator and teacher may also review student data to finalize the teacher's Individual Professional Learning Plan (IPLP).

For teachers receiving an overall rating of needs improvement or unsatisfactory:

Administrator notifies teacher in writing of overall final rating.

Administrator schedules the post conference with teacher as soon as practicable but no later than September 15th.

Administrator holds additional post conference with the teacher and presents student growth data and the finalized Annual Teacher Assessment Form.

Administrator and teacher sign Part II of the Annual Teacher Assessment Form. The teacher will have the right to review the student test data and initiate a written response to the assessment, and the response shall become a permanent attachment to the assessment instrument placed in the individual teacher's personnel file.

TEACHER SUCCESS PLAN OF ASSISTANCE (TSP):

In the case of a teacher who is "Unsatisfactory", a notice will be given to the teacher in writing which will include areas requiring improvement.

Teacher and administrator will develop a TSP (Teacher Success Plan for Intensive Assistance). This plan will include a plan of action recommended for corrective action and list evidence of sufficient improvement.

After the plan of assistance has been completed, a recommendation by the administrator will be noted on the form.

The superintendent shall notify the Florida Department of Education of any instructional personnel who receives two consecutive unsatisfactory annual evaluations and who has been given written notice by the district that his/her employment is being terminated or is not being renewed or that the school board intends to terminate, or not renew, his/her employment.

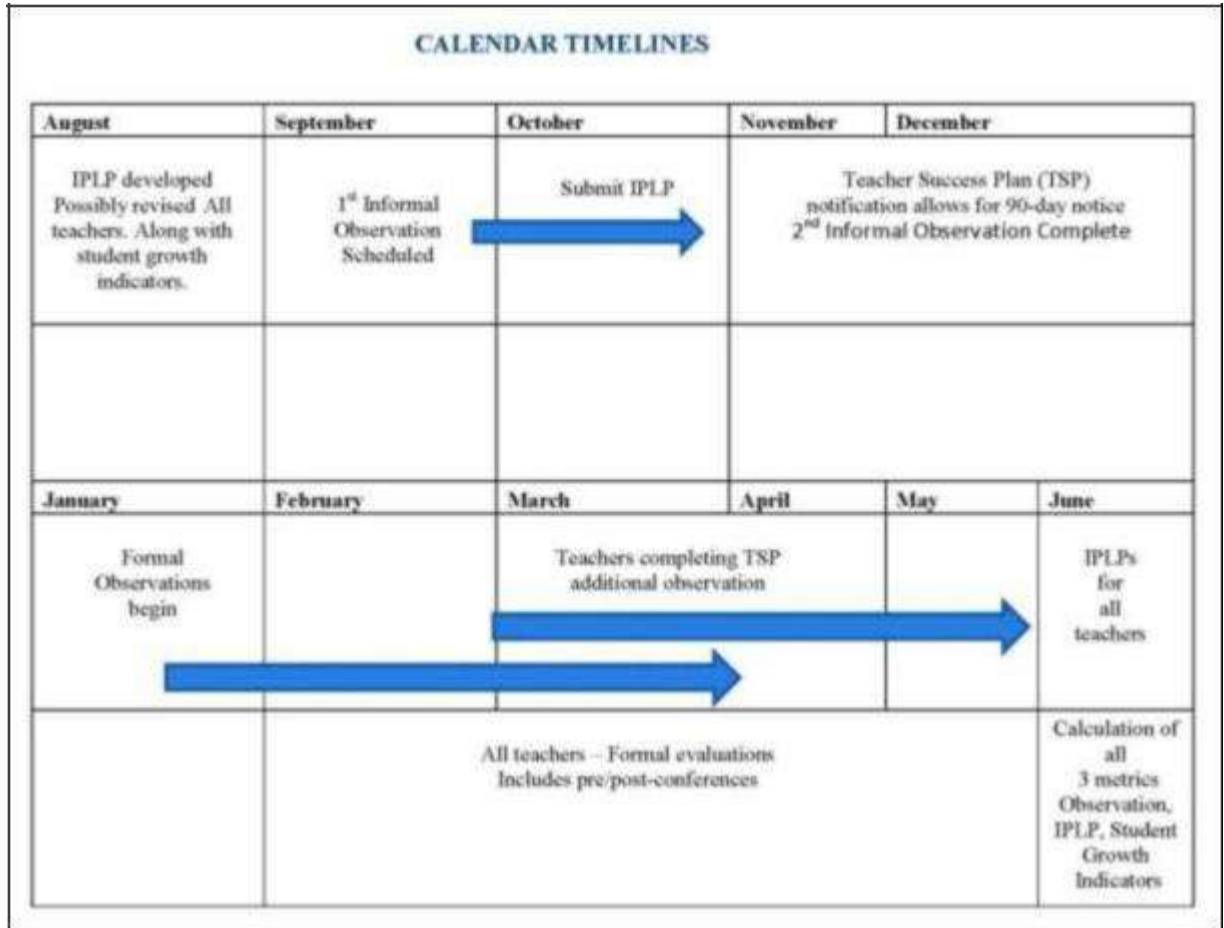
7. District Self-Monitoring

All evaluators are trained in the proper use of the evaluation tool, criteria, and procedures. Several trainings are conducted with evaluators to train them in the concepts of accuracy and inter-rater reliability. Final evaluation data is also disaggregated at the district level and shared with schools to show how schools compared with one another.

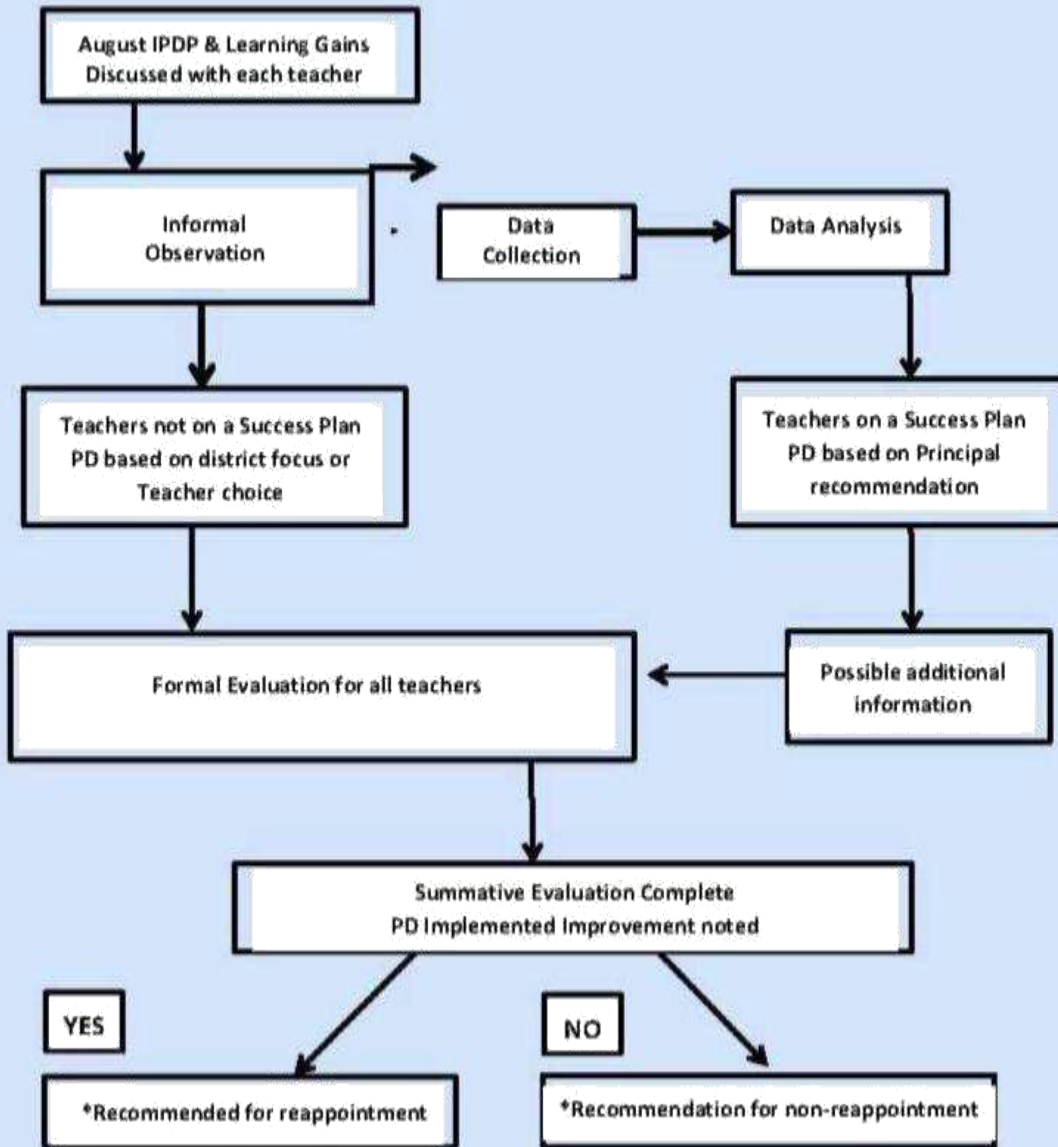
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Flagler County Educator’s Association (FCEA): Evaluations

Within ten (10) working days after each formal observation, the teacher and administrator shall meet and discuss the evaluation feedback and scores.



PROFESSIONAL DEVELOPMENT AND DATA COLLECTION FLOW CHART



Evaluation data is analyzed and used to identify common areas that may need improvement. Professional development is then targeted to focus on these specific areas.

.....

Areas of need identified in the analysis of evaluation data are also used to plan for instructional shifts or program implementation that are included in our school and district improvement plans.

The district personnel and principals meet annually to review the Instructional Evaluation System to determine compliance with the Florida Statute. They usually meet in the summer of each year to evaluate the effectiveness of the system. During the review, they determine if:

- The evaluator understands the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- The evaluator provides necessary and timely feedback to the employees being evaluated.
- The use of evaluation data is used to identify individual professional development.
- The use of evaluation data is used to inform school and district improvement plan.

The district personnel and principals review the performance evaluation results from the prior school year for all instructional personnel using the four levels of performance. The performance evaluation results for instructional personnel are disaggregated by classroom teacher and all other instructional personnel; by school site; and by instructional level. School grades and state and local assessment data are also reviewed by school and district and compared to the performance evaluation data. Results of this data analysis are used by individual schools and the district to set school improvement goals and plan for individual, school and district professional development activities.

Changes and revisions to the teacher evaluation system will be recommended. All substantial revisions will be reviewed and approved by the Superintendent before being used to evaluate teachers.

Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all instructional personnel:

- Percentage of the evaluation that is based on the performance of students criterion.
- An explanation of the scoring method, including how it is calculated and combined.
- At least one-third of the evaluation is based on performance of students.

For classroom teachers newly hired by the district:

- The student performance measure(s).
- Scoring method for each evaluation, including how it is calculated and combined.

For all instructional personnel, confirmed the inclusion of student performance:

- Data for at least three years, including the current year and the two years immediately preceding the current year, when available.
- If less than the three most recent years of data are available, those years for which data are available must be used.
- If more than three years of student performance data are used, specified the years that will be used.

For classroom teachers of students for courses assessed by statewide, standardized assessments:

- Documented that VAM results comprise at least one-third of the evaluation.
- For teachers assigned a combination of courses that are associated with the statewide, standardized assessments and that are not, the portion of the evaluation that is comprised of the VAM results is identified, and the VAM results are given proportional weight according to a methodology selected by the district.

For all instructional personnel of students for courses not assessed by statewide, standardized assessments:

- For classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.
- For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.

Instructional Practice

The district has provided and meets the following criteria:

For all instructional personnel:

- The percentage of the evaluation system that is based on the instructional practice criterion.
- At least one-third of the evaluation is based on instructional practice.
- An explanation of the scoring method, including how it is calculated and combined.
- The district evaluation framework for instructional personnel is based on contemporary research in effective educational practices.

For all instructional personnel:

- A crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices.

For classroom teachers:

- The observation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For non-classroom instructional personnel:

- The evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For all instructional personnel:

- Procedures for conducting observations and collecting data and other evidence of instructional practice.

Other Indicators of Performance

The district has provided and meets the following criteria:

- Described the additional performance indicators, if any.
- The percentage of the final evaluation that is based upon the additional indicators.
- The scoring method, including how it is calculated and combined.

Summative Evaluation Score

The district has provided and meets the following criteria:

- Summative evaluation form(s).
- Scoring method, including how it is calculated and combined.
- The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory).

Additional Requirements

The district has provided and meets the following criteria:

- Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- Documented that the evaluator is the individual who is responsible for supervising the employee.
- Identified additional positions or persons who provide input toward the evaluation, if any.

Description of training programs:

- Processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place.
- Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

Documented:

- Processes for providing timely feedback to the individual being evaluated.
- Description of how results from the evaluation system will be used for professional development.
- Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.
- All instructional personnel must be evaluated at least once a year.
- All classroom teachers must be observed and evaluated at least once a year.
- Newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district.

For instructional personnel:

- Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.
- Description of the district's criteria for inclusion of parental input.
- Description of manner of inclusion of parental input.
- Identification of the teaching fields, if any, for which special evaluation procedures and criteria are necessary.
- Description of the district's peer assistance process, if any.

District Evaluation Procedures

The district has provided and meets the following criteria:

That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:

- That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.

- That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
- That the evaluator must discuss the written evaluation report with the employee.
- That the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- That the District's procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.
- That district evaluation procedures require the district school superintendent to annually notify the Department of any instructional personnel who receives two consecutive unsatisfactory evaluations and to notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

District Self-Monitoring

The district self-monitoring includes processes to determine the following:

- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- Evaluators provide necessary and timely feedback to employees being evaluated.
- Evaluators follow district policies and procedures in the implementation of evaluation system(s).
 - o The use of evaluation data to identify individual professional development.
 - o The use of evaluation data to inform school and district improvement plans.