

Teacher Evaluation Handbook

Network for Educator Effectiveness Evaluation Model

**Francis Howell School District
4545 Central School Road
St. Charles, MO 63304**

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Teacher Evaluation Process At-A-Glance

- Teachers were trained August 5, 2014; new teachers will be trained at New Teacher Orientation
- ALL teachers determine what student performance data will be monitored; approval obtained from supervising administrator by the end of first quarter. See form in Appendix.
- Observations may begin any time after the start of the school year (see frequency and duration in the charts below). Observations will be unannounced. **For new teachers, and teachers new to the District, a minimum of two 10-minute observations must be conducted within the first quarter of the school year.**
- A mini-conference will be held after each observation, preferably within 24 hours. The mini-conference must occur within 3 school days. Normally, conferences should be 3-5 minutes in duration.
- Teachers on a Formative Cycle--Formative reports will not be printed, but will be available online. No paperwork is generated or filed. See screenshot in Appendix.
- Teachers on a Summative Cycle--Summative Report of Educator Effectiveness is used. Form is online, but is printed for the summative conference and is signed by the administrator and teacher. Administrator comments are included in the report. Teacher comments may be attached and must be dated and signed. A cover sheet is prepared and completed reports are sent to Administration for the teacher's District personnel file. See sample document in Appendix.
- Evaluations for probationary teachers are to be completed by March 15; evaluations for permanent teachers are to be completed by April 30.

Observation Cycles

Probationary (Non-Tenured) Teachers

Summative Evaluation
To be completed by March 15
Year 1-2 -Four 10 Minute Mini-Observations
Year 3-5 -Three 10 Minute Mini-Observations

Permanent (Tenured) Teachers

On Summative Cycle
To be completed by April 30
Two 10 Minute Mini-Observations
On Formative Cycle
To be completed by April 30
One 10 Minute Mini-Observations

Seven Essential Principles of Effective Evaluation

- Measures educator performance **against research-based, proven practices** associated with the improvement of student performance
- Uses multiple ratings to **differentiate levels of performance**
- Highlights a **probationary period** of adequate duration to ensure sufficient induction and socialization support for new teachers and leaders
- Includes **measures of growth in student learning** as a significant part of the evaluation of professional practice at all levels
- Provides ongoing, timely, deliberate and **meaningful feedback** on performance relative to research-based targets
- Requires standardized, periodic **training for evaluators** to ensure reliability and accuracy
- Utilizes the **results and data to inform decisions** regarding personnel, employment determinations and policy regarding employment

Essential Principles of Effective Evaluation



Source: Missouri Department of Elementary and Secondary Education

Teacher Evaluation Statutory Authority

Following is the text of the statute that requires Missouri school districts to implement a teacher evaluation program. Adopted by the Missouri Legislature in 1983, the law also requires the Missouri Department of Elementary and Secondary Education to “provide suggested procedures for such an evaluation.”

168.128. The board of education of each school district shall maintain records showing periods of service, dates of appointment, and other necessary information for the enforcement of sections 168.102 to 168.130. In addition, the board of education of each school district shall cause a comprehensive, performance-based evaluation for each teacher employed by the district. Such evaluations shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability. All evaluations shall be maintained in the teacher's personnel file at the office of the board of education. A copy of each evaluation shall be provided to the teacher and appropriate administrator. The state department of elementary and secondary education shall provide suggested procedures for such an evaluation.

Source: Missouri Revised Statutes:

<https://revisor.mo.gov/main/OneSection.aspx?section=168.128&bid=8427&hl=168.128%u2044>

THE NETWORK FOR EDUCATOR EFFECTIVENESS (NEE) **EVALUATION MODEL**

Website for NEE References: <https://neeadvantage.com/research/>

Elementary and Secondary Education Act (ESEA) Waiver/State Model Compliant

- Meets the requirements for the approved Missouri ESEA waiver
- Exceeds the seven requirements for the Missouri evaluation model

Web-Based Accessibility

- Data for educators can be securely stored for multiple years
- Artifact storage is included for easy retrieval
- Access to data is available with password-secured permission

Growth Orientation

- Identifies professional development needs by individual, building, and District
- Professional development resources embedded in the system for use on a local level

**Francis Howell School District
Teacher Evaluation Classroom Observations**

Probationary (Non-Tenured) Teachers

Summative Evaluation
To be completed by March 15
Year 1-2-Four 10 Minute Mini-Observations
Year 3-5-Three 10 Minute Mini-Observations

Permanent (Tenured) Teachers

On Summative Cycle
To be completed by April 30
Two 10 Minute Mini-Observations
On Formative Cycle
To be completed by April 30
One 10 Minute Mini-Observations

Frequency

Every teacher is evaluated every year. Probationary teachers will have a summative evaluation every year. Tenured teachers will have a summative evaluation every third year, and a formative evaluation, consisting of classroom visits and other evaluative measures, in non-summative years. Formative evaluations will contribute to the summative evaluation. A teacher on a formative evaluation cycle may be changed to a summative if administrator determines that the teacher is not meeting responsibilities. Which teachers will initially have a summative evaluation will be determined by building administration, in conjunction with building teacher leaders.

Duration of Observations

Tenured Teachers-Summative year-two approximately 10 minute observations; formative year-minimum one approximately 10 minute observation.

While observations of approximately 10 minutes in duration are the expectation, there may be circumstances beyond the control of the administrator or teacher that could cause the observation to end early (e.g.-evacuation, administrator called for an emergency, etc.). In such cases, the observation may be counted as long as it is over five minutes in length.

The above number and duration of observations is a **minimum standard** and may be increased as deemed necessary by the evaluator.

Administrators may observe in classrooms at any time.

All observations will be unannounced.

Standards and Indicators

There are a total of nine standards in the Missouri Model Teacher and Leader Standards divided into 36 specific indicators. These are the same standards and indicators that are used in the NEE evaluation model. However, please note that NEE subdivides indicator 5.2 into 5.2 and 5.2b and subdivides indicator 5.3 into 5.3 and 5.3b; therefore, NEE has 38 indicators, where DESE has 36.

The **District has chosen THREE (3) indicators* to evaluate through classroom observations.** They are listed below and can be found in the NEE scoring rubrics in the Appendix.

Three indicators to be evaluated through classroom observations. (these are the same indicators that were selected upon implementation of the NEE Teacher Evaluation tool):

- 1.2 The teacher cognitively engages students in the subject
- 4.1 The teacher uses instructional strategies that lead to students to problem-solving and critical thinking.
- 7.4 The teacher monitors effect of instruction on individual and class learning

Additional indicators for new teachers and teachers new to the District are as follows (these are the same indicators that were selected upon implementation of the NEE Teacher Evaluation tool):

- 5.2 The teacher manages time, space, transitions, and activities well
- 5.2b The teacher uses effective discipline that promotes self-control

Teachers who do not work in a classroom setting (guidance counselors, library media specialists, SLP's, Literacy Coaches, ISAP Teachers at High School, Content Leaders, and SPED High School Department Chairs, etc.) may have different indicators; these individuals will be notified of what those indicators are before being evaluated.

APPENDIX



Classroom Observation Scoring Rubric

Standard 1: Uses Content Knowledge and Perspectives Aligned with Appropriate Instruction

SCORING RUBRIC		EXAMPLES OF EVIDENCE AND “LOOK-FORS”	
Indicator 1.1 – The teacher demonstrates content knowledge through the use of academic and disciplinary language and facilitates students’ accurate use of academic and disciplinary language.			
NOTE: Some students must demonstrate an understanding of academic and disciplinary language to score above 2. Some students must use academic and disciplinary language to score above 4.			
0 – The teacher does not communicate the concepts of the discipline(s) and does not use academic and disciplinary language.	<ul style="list-style-type: none">Does not communicate key concepts and themes in the disciplineDoes not support student learning of academic and disciplinary language or content knowledgeEarly Childhood Education (ECE) – Does not provide opportunities for learners to expand vocabulary or develop early literacy skills*		
1 – The teacher demonstrates limited depth and/or breadth of content knowledge using academic and disciplinary language. Does not facilitate students’ accurate use of academic and disciplinary language.	<ul style="list-style-type: none">Conveys a merely rudimentary understanding of key concepts and themes in the disciplineLittle use of academic and disciplinary language, or uses academic language that does not match the disciplinary focus of the content, so students are confusedSeldom corrects student misuse of academic languageECE - Provides few opportunities for learners to expand vocabulary or develop early literacy skills*; Language practice occurs infrequently		
3 – The teacher demonstrates some depth and breadth of content knowledge using academic and disciplinary language. Facilitates students’ accurate use of academic and disciplinary language less than half of the time, or with fewer than half of the students.	<ul style="list-style-type: none">Conveys moderate understanding of key concepts and themes in the disciplineOnly moderate use of academic and disciplinary languageOccasionally draws academic and disciplinary language from studentsStudent dialogue occasionally involves academic and disciplinary languageOccasionally corrects student misuse of academic languageECE – Occasionally provides opportunities for learners to expand vocabulary or develop early literacy skills*; Language practice occurs occasionally		
5 – The teacher demonstrates solid depth and breadth of content knowledge using academic and disciplinary language. Facilitates students’ accurate use of academic and disciplinary language more than half of the time, or with more than half of the students.	<ul style="list-style-type: none">Conveys solid understanding of key concepts and themes in the disciplineMay use limited examples or demonstrations of the relationship between key disciplinary conceptsOften draws academic and disciplinary language from studentsStudent dialogue often involves academic and disciplinary languageCorrects student misuse of academic language most of the timeECE – Often provides opportunities for learners to expand vocabulary and develop early literacy skills*; Language practice occurs frequently		
7 – The teacher demonstrates excellent depth and breadth of content knowledge using academic and disciplinary language. Facilitates students’ accurate use of academic and disciplinary language almost all the time and with almost all the students.	<ul style="list-style-type: none">Conveys excellent understanding of key concepts and themes in the disciplineIf applicable, integrates recent knowledge or development of the fieldStrongly conveys relationships between key concepts or history of the conceptsConstantly draws academic and disciplinary language from studentsStudent dialogue is infused with academic and disciplinary languageStudents are able to articulate their learning in academic and disciplinary languageECE – Constantly provides opportunities for learners to expand vocabulary and develop early literacy skills*; Learners interact with content linguistically; Language practice occurs constantly		
* In ECE, opportunities to expand vocabulary include using and defining uncommon words, pairing uncommon words with objects/visuals/activities, and frequently using enriching words. Early literacy skills include phonological awareness, print concepts, letter recognition, engaging with books, and age-appropriate writing.			

Indicator 1.1 Clarification

Indicator 1.1 addresses the teacher's ability to **use appropriate academic language and promote use of academic language in students**. Academic language used in textbooks and classrooms differs in structure and vocabulary from everyday spoken English. Student use of academic language promotes precision of thinking and deeper understanding of content. It helps students learn from reading because it facilitates comprehension and speeds up information processing.

There are various ways that teachers can facilitate academic language.

- Directly teach academic language through vocabulary lessons.
- Model its use in the teacher's own talk.
- Require students to use academic language in both verbal and written communication.
- Correct or clarify student use of academic language.

To attain a high score on this indicator, teachers must draw correct use of academic language from students. This is done in spoken language (e.g., classroom discussions) or writing assignments (e.g., lab reports, essays). Students typically need repeated, in-context exposure to understand academic vocabulary. English Language Learner (ELL) students who may be adequately fluent in "everyday language" may still need extra support for academic language.

Note that academic language includes both content-general and content-specific language. Content-general academic language (e.g., corollary, conclusion, argument, evidence) should be used in every class, whereas content-specific is limited to only some classes (e.g., "hypotenuse" in a math class or "scapula" in an anatomy class). Content-general language includes words used infrequently or sophisticated words that contribute to precision of thinking and communication.

In some performance classes, students may demonstrate understanding of academic language (e.g., "sharp" or "tempo" in a music class) by responding to the teacher's instruction (e.g., changing their performance), but not verbalize the academic language.

Indicator 1.1 Student Survey Questions

- This teacher makes us use the vocabulary we learn.
- This teacher explains new vocabulary in a way that helps us understand the subject.
- This teacher helps us learn the correct vocabulary words in this subject.
- This teacher knows a lot about the subject of this class.
- This teacher is a real expert in this subject.

SCORING RUBRIC		EXAMPLES OF EVIDENCE AND "LOOK-FORS"
Indicator 1.2 – The teacher cognitively engages students in the content.		
0 – The teacher does not cognitively engage students in the content.		<ul style="list-style-type: none"> Does not use cognitive engagement strategies* to promote thinking about the content Students are not cognitively engaged in the content ECE – Does not provide opportunities to learn new skills or content; Does not encourage extension of discovery/play
1 – The teacher seldom cognitively engages students in the content.		<ul style="list-style-type: none"> Ineffectively uses one or more potentially weak cognitive engagement strategies* to promote thinking about the content Only cognitively engages one student at a time ECE – Seldom reviews content; Seldom encourages extension of discovery/play; Few learners are cognitively immersed in learning activities/centers
3 – The teacher occasionally cognitively engages students in the content less than half of the time, or with fewer than half of the students.		<ul style="list-style-type: none"> Uses appropriate cognitive engagement strategies* but not effectively Misses opportunities for thinking about the content Some students are cognitively engaged Many students are minimally cognitively engaged ECE – Occasionally reviews content; Occasionally encourages extension of discovery/play; Some learners interacting with content cognitively some of the time; Some learners are cognitively immersed in learning activities/centers
5 – The teacher often cognitively engages students in the content more than half of the time, or with more than half of the students.		<ul style="list-style-type: none"> Uses appropriate cognitive engagement strategies* effectively most of the time Uses specific processing structures with students with some success Most students are cognitively engaged much of the time Recognizes if some students are not cognitively engaged, and tries alternate strategies to increase or maintain students' thinking about content ECE – Often reviews and may spiral content; Often encourages extension of discovery/play; Many learners interact with content cognitively much of the time; Many learners are cognitively immersed in learning activities/centers
7 – The teacher almost always cognitively engages students in the content and engages almost all the students.		<ul style="list-style-type: none"> Effectively uses cognitive engagement strategies* to promote thinking about the content almost all the time Almost all students are cognitively engaged almost all the time Uses specific processing structures with students with high success Rapidly recognizes if some students are not cognitively engaged, and uses alternate strategies successfully to increase their thinking about content Supports students in monitoring their own levels of cognitive engagement and in employing personal strategies to increase their engagement ECE – Reviews frequently and spirals content; Consistently encourages extension of discovery/play; Almost all learners are cognitively immersed in learning activities/centers
<p>* Cognitive engagement strategies may include advanced organizers, K-W-L charts, share-out, shoulder-partner, connecting instruction/activities with students' lives, showing relevance, using authentic examples, presenting a puzzling problem, and inviting responses from <u>all</u> students.</p> <p>Remote Learning (RL) Environments</p> <ul style="list-style-type: none"> The teacher provides asynchronous lectures that can include videos/multimedia to convey needed content knowledge. During synchronous work, nearly all students are actively engaged in discussing the content or actively working to complete a product that requires them to think about the learning. <p>NOTE: There are three distinct types of engagement in the classroom – cognitive, affective, and behavioral. This indicator addresses cognitive engagement only. The other forms of engagement are addressed in Indicators 5.1 and 5.2.</p>		

Indicator 1.2 Clarification

Indicator 1.2 addresses the teacher's ability to **cognitively engage students in the content**. Cognitive engagement in the classroom refers to active mental involvement by students in the learning activities or active mental effort, such as meaningful processing, strategy use, concentration, and metacognition (Fredricks, Blumenfeld, & Alison, 2004; M.-T. Wang & Degol, 2014; Z. Wang, Bergin, & Bergin, 2014).

Cognitive engagement differs from **critical thinking (Indicator 4.1)**. Critical thinking can be thought of as a subset, or particular type, of cognitive engagement. A student who is thinking critically is cognitively engaged, but students can be cognitively engaged without thinking critically. This is very common in classrooms. For example, students may apply algorithms to practice math problems in a way that is cognitively engaging, but not critical thinking. In another example, a class may be playing a "Jeopardy" game to review past content. While this type of game is cognitively engaging for students, it is not critical thinking.

Cognitive engagement differs from **behavioral engagement (Indicator 5.2)**. Behavioral engagement refers to complying with behavior expected in the classroom. Students may be doing assigned tasks or answering questions in a perfunctory way in class without active mental effort or meaningful processing.

Cognitive engagement differs from **affective (or emotional) engagement (Indicator 5.1)**. Affective engagement refers to enjoying or being interested in a lesson. Students could be having a lot of fun with a lesson without active mental effort or meaningful processing. For example, imitating Elvis Presley in a lesson on pop culture may be fun, but not likely to involve active mental effort or meaningful processing.

While these types of engagement are separate, they tend to be correlated. A student who is compliant and interested in a lesson is likely to be mentally engaged as well. It is also possible for a student who appears to be not interested in the lesson (e.g., the student playing in the back of the room) to sometimes answer a question in a way that shows he has been intensely cognitively engaged.

There are various ways that teachers can promote cognitive engagement.

- Advanced organizers
- K-W-L charts
- Share-out
- Shoulder-partner
- Connecting instruction/activities with students' lives to show relevance
- Use authentic examples
- Present a puzzling problem
- Invite responses from all students

High-quality implementation may also include the recognition that an engagement strategy is not working and that a different strategy needs to be tried.

Fredricks, J. A., Blumenfeld, P. C., & Alison, H. P. (2004). School Engagement: Potential of the Concept, State of the Evidence. *Review of Educational Research*, 74(1), 59-109.

Wang, M.-T., & Degol, J. (2014). Staying Engaged: Knowledge and Research Needs in Student Engagement. *Child Development Perspectives*, 8(3), 137-143. doi: 10.1111/cdep.12073

Wang, Z., Bergin, C., & Bergin, D. A. (2014). Measuring engagement in fourth to twelfth grade classrooms: The Classroom Engagement Inventory. *School Psychology Quarterly*, 29(4), 517-535. doi: 10.1037/spq0000050 10.1037/spq0000050.supp (Supplemental)

Indicator 1.2 Student Survey Questions

- This teacher expects us to think a lot and concentrate in this class.
- This teacher's lessons make us think deeply.
- This teacher's lessons make us think the whole class time.
- This teacher makes us think about how we might use the subject in everyday life.
- This teacher wants us to ask questions during lessons.

SCORING RUBRIC	EXAMPLES OF EVIDENCE AND “LOOK-FORS”
Indicator 1.3 – The teacher uses disciplinary research and inquiry methodologies, and teaches the tools of inquiry used in the content area.	
0 – The teacher does not communicate or engage students in the processes of inquiry and research pertinent to the discipline being taught.	<ul style="list-style-type: none"> • No mention of the methods of inquiry, research methodologies, or standards of evidence used in the discipline • Students do not engage in methods of inquiry
1 – The teacher seldom communicates the methods of inquiry used in the discipline, and seldom requires students to employ the methods appropriate to content/grade level.	<ul style="list-style-type: none"> • Seldom or only briefly mentions methods of inquiry • Communicates a basic level of understanding about inquiry methods • Students are minimally engaged in methods of inquiry
3 – The teacher occasionally communicates the methods of inquiry, research methodologies, disciplinary standards of evidence, and/or requires students to employ these methods to acquire and critically evaluate appropriate content and grade level information less than half of the time, or with less than half of the students.	<ul style="list-style-type: none"> • Uses or models methods of inquiry in the content area to a limited extent, including discourse and argument • Students engage in inquiry methods to a limited extent
5 – The teacher often communicates the methods of inquiry, research methodologies, disciplinary standards of evidence, and/or requires students to employ these methods to acquire and critically evaluate appropriate content and grade level information more than half of the time, or with more than half of the students.	<ul style="list-style-type: none"> • Uses or models methods of inquiry in the content area well • Provides opportunities for students to acquire and evaluate information on their own or in groups for much of the session
7 – The teacher strongly communicates the methods of inquiry, research methodologies, disciplinary standards of evidence, and/or requires students to employ these methods to acquire and critically evaluate appropriate content and grade level information during almost all of the session.	<ul style="list-style-type: none"> • Strongly models effective use of inquiry methods in the discipline • Builds capacity for all students to design and conduct inquiry individually and in teams using standards of evidence in the field in all aspects of the lesson • Students communicate the importance of inquiry and research as a part of their learning
RL Environments – For this indicator, it is important to note that students may not have the same level of protections against adult content on personal devices. <ul style="list-style-type: none"> • The teacher offers guidance and/or provides resources to families about at-home safety measures or provides direct links to safe websites. • The teacher uses additional scaffolding in independent research practices to promote student success. 	

Indicator 1.3 Student Survey Questions

- This teacher explains how experts develop knowledge in this subject.
- This teacher has taught us how to learn more about the subject on our own.
- This teacher expects us to judge or question information in this subject.
- This teacher has us learn through experimenting or discussion.

SCORING RUBRIC		EXAMPLES OF EVIDENCE AND “LOOK-FORS”
Indicator 1.4 – The teacher uses interdisciplinary instruction.		
0 – The teacher does not make interdisciplinary content connections during instruction.		<ul style="list-style-type: none"> • Instruction does not include reference or connection to other disciplines • Does not create learning experiences allowing students to apply cross-disciplinary knowledge
1 – The teacher seldom makes interdisciplinary content connections during instruction.		<ul style="list-style-type: none"> • Makes very few connections between various disciplines • Connections do not enhance learning
3 – The teacher occasionally makes somewhat integrated interdisciplinary content connections during instruction, missing more than half of the potential connections.		<ul style="list-style-type: none"> • Makes some connections between disciplines • Connections contribute somewhat to overall learning goal • Uses a learning experience allowing students to apply cross-disciplinary knowledge
5 – The teacher often makes appropriately integrated interdisciplinary content connections during instruction, missing less than half of the potential connections.		<ul style="list-style-type: none"> • Makes several connections, or a few strong connections between disciplines • Connections are logical and add to overall learning • If time permits, uses a few learning experiences in which students apply cross-disciplinary knowledge • Class activities guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines
7 – The teacher frequently makes well-integrated interdisciplinary content connections during instruction.		<ul style="list-style-type: none"> • Makes several strong connections between two or more disciplines • Connections are well-integrated with overall learning goals • Frequently uses learning experiences in which students apply cross-disciplinary knowledge • Weaves interdisciplinary themes into meaningful learning experiences through collaboration with students, colleagues, and/or real-world partners • Engages students in analysis using perspectives from a variety of disciplines

Indicator 1.4 Student Survey Questions

- This teacher talks about how this class subject relates to things we learn in other classes.
- This teacher uses what we learn in other classes to help us understand this subject.
- This teacher expects us to use what we learn in other classes in our work for this class.

SCORING RUBRIC		EXAMPLES OF EVIDENCE AND “LOOK-FORS”	
Indicator 1.5 – The teacher incorporates diverse social and cultural perspectives on content.			
0 – The teacher does not facilitate students’ ability to develop diverse social and cultural perspectives.		<ul style="list-style-type: none">• Does not provide instruction involving diverse social and cultural perspectives• Does not communicate the potential for bias when discussing content	
1 – The teacher seldom examines diverse social and cultural perspectives.		<ul style="list-style-type: none">• Makes little attempt to facilitate students’ ability to develop diverse social and cultural perspectives• Minimally discusses students’ cultural experiences when discussing content, but not in a larger context	
3 – The teacher occasionally and/or weakly examines social and cultural diversity, potential for bias in the discipline, and global perspectives of the discipline.		<ul style="list-style-type: none">• Uses some instructional activities that include diverse social and cultural perspectives and/or critical examination of bias• May have examples in the classroom from diverse perspectives• Minimally connects student experience to national, regional, and ethnic perspectives• Makes minimal global connections	
5 – The teacher often and/or clearly examines social and cultural diversity, potential for bias in the discipline, and global perspectives of the discipline.		<ul style="list-style-type: none">• Much of lesson includes diverse social and cultural perspectives• Encourages students to question and challenge conventional assumptions and standard approaches• Students discuss problems and solutions to global challenges• Recognizes differences in students and uses them to add value to the learning environment	
7 – The teacher frequently and strongly examines national/regional/ethnic contributions to the discipline, social and cultural diversity within the discipline, potential for bias in the discipline, and global perspectives of the discipline.		<ul style="list-style-type: none">• Almost all of the lesson facilitates students’ development of diverse social and cultural perspectives• Diverse perspectives are connected to a sequence of learning• Encourages students to share their personal perspectives as they relate to other perspectives• Engages students in strategies to determine if bias is present in representations of content• Activities require students to demonstrate an understanding of local and global issues related to the discipline	

Indicator 1.5 Student Survey Questions

- This teacher tells us how different people view this subject.
- This teacher uses examples from across the world.
- This teacher uses examples from different cultures in our country.

Standard 2: Understands and Encourages Student Learning, Growth, and Development

SCORING RUBRIC		EXAMPLES OF EVIDENCE AND "LOOK-FORS"
Indicator 2.1 – The teacher supports cognitive development of all students.		
0 – The teacher delivers instruction inappropriate to the cognitive development level of students.		<ul style="list-style-type: none"> • Uses no learning activities appropriate to the cognitive development level of students • ECE – Activities are not developmentally appropriate
1 – The teacher seldom delivers instruction appropriate to the cognitive development level of the class, or delivers instruction appropriate to only a few students.		<ul style="list-style-type: none"> • Uses learning activities that are too easy or too difficult cognitively for most students • Students either do not need any instructional support to be successful, or even with scaffolding, the tasks are too difficult • Uses one instructional strategy* with little regard to the needs of individual students • Varies instructional strategies* some to try to address diverse student needs, but not successfully • ECE – Provides activities that are developmentally appropriate for only a few learners
3 – The teacher delivers instruction appropriate to the cognitive development level of fewer than half of the students or less than half of the time.		<ul style="list-style-type: none"> • Uses learning activities within the zone of proximal development for some students • Some students must stretch cognitively, but are successful with some scaffolding; tasks are too easy or too difficult for other students • Uses minimal instructional strategies* to differentiate instruction • ECE – Provides some developmentally appropriate activities but with little tailoring to each learner's ability
5 – The teacher delivers instruction appropriate to the cognitive development level of more than half of the students or more than half of the time.		<ul style="list-style-type: none"> • Uses learning activities within the zone of proximal development for most students • Most students must stretch cognitively, but are successful with some scaffolding • Clearly connects learning activities and needs of diverse learners • Uses instructional strategies* effectively to meet the needs of most students • ECE – Provides activities that are developmentally appropriate for most learners; Most activities are tailored to ability; Integrates developmentally delayed learners much of the time
7 – The teacher delivers instruction appropriate to the cognitive development level of almost all students almost all of the time.		<ul style="list-style-type: none"> • Almost all students must stretch cognitively, and are successful with some scaffolding • Uses learning activities within the zone of proximal development for almost all students • Seamlessly provides individualized instructional practices to advance almost all individual students' learning • ECE – Provides developmentally appropriate activities; Almost all activities are tailored to each learner's ability; Consistently varies instructional approach based on learners' needs; Integrates developmentally delayed learners seamlessly
* Instructional strategies may include grouping students with similar needs and using a few instructional strategies for different groups such as teacher-led instruction, pair-share, self-reflection, flash cards, or provision of additional challenges.		

Indicator 2.1 Student Survey Questions

- The work this teacher gives me is just right for me – not too easy and not too hard.
- This teacher teaches to my level – not too far above or below me.
- This teacher helps all the students learn, not just some students.

SCORING RUBRIC		EXAMPLES OF EVIDENCE AND “LOOK-FORS”
Indicator 2.2 – The teacher sets and monitors student goals.		
0 – The teacher does not communicate clear goals for the learning activity.		<ul style="list-style-type: none"> Instructional goals and expectations for student learning are not clear or are inappropriate Activity agenda may be provided but no evidence of learning target or performance of understanding
1 – The teacher communicates goals for the lesson, but no student goals are evident.		<ul style="list-style-type: none"> Communicates goals or target for the learning activity, but does not encourage student responsibility Daily learning target present with no assessment (performance of understanding) Teacher has goals, but it is not clear that students do Few students seem aware of the learning target
3 – The teacher has clear goals and encourages some student responsibility for setting goals. No systematic approach to student goal setting. Fewer than half of the students have clear goals.		<ul style="list-style-type: none"> Clear lesson objectives are presented in student-friendly language Some students seem aware of the learning target (or performance of understanding) Encourages some student responsibility, self-direction, or ownership of learning Minimal reference is made to goals set by students
5 – The teacher has clear goals and encourages student goal setting. Systematic approach to student goal setting. More than half of the students have clear goals.		<ul style="list-style-type: none"> Frequently refers to learning target All students are aware of the learning target (or performance of understanding) Some activities involve goals set by students Clear reference is made to learning goals set by students Student goals are clearly present, but refer to grades or scores rather than understandings
7 – The teacher has clear goals and encourages student goal setting. Systematic approach to student goal setting and reflection. Almost all students have clearly articulated goals for understanding. Student learning is self-directed.		<ul style="list-style-type: none"> All students use the learning target and performance of understanding to readjust or set clear goals Strong emphasis on self-direction and ownership of learning Goals set by students are evident in materials or in the room (e.g., posted on wall) Student goals refer to understanding rather than just grades or scores Goals are both short-term and long-term (e.g., unit, quarter, semester) Students engage in self-reflection regarding goal attainment May instruct students on successful goal setting (e.g., goals are specific, challenging, reasonable, and further defined by sub-goals)
RL Environments – For this indicator, it is important to note that students who set and monitor individual goals are more likely to be invested in learning and motivated to achieve success. <ul style="list-style-type: none"> The teacher encourages students to set and monitor their own goals and uses effective communication to continually promote individual goal setting. The teacher posts the learning target in multiple places (e.g., print and online materials) and shares the learning target during synchronous work. The teacher ensures students know what is required to meet the learning target. Students track their progress throughout completion of the learning target. The teacher provides strategies and resources that students and families can use effectively to monitor progress. 		

Indicator 2.2 Student Survey Questions

- This teacher tells us the goals for each lesson.
- This teacher knows when we have each reached our own learning goals.
- This teacher expects us to set learning goals for ourselves in this class.

SCORING RUBRIC		EXAMPLES OF EVIDENCE AND “LOOK-FORS”
Indicator 2.3 – The teacher uses theory- and research-based strategies.		
0 – The teacher does not use research-based theories of learning.		<ul style="list-style-type: none"> No evidence of use of research-based theories of learning Uses strategies* that research and theory suggest are counterproductive or ineffective
1 – The teacher seldom effectively uses theory- and research-based teaching strategies.		<ul style="list-style-type: none"> Uses research-based strategy/strategies* to promote learning for a very limited portion of the lesson Uses strategy/strategies* ineffectively
3 – The teacher occasionally effectively uses theory- and research-based teaching strategies less than half of the time, or with fewer than half of the students.		<ul style="list-style-type: none"> Uses some research-based strategies* to promote learning fairly effectively with some students Uses direct instruction or constructivism, depending on which is most appropriate for some of the students or topics
5 – The teacher often effectively uses theory- and research-based teaching strategies more than half of the time, or with more than half of the students.		<ul style="list-style-type: none"> Uses research-based strategies* effectively with most students for much of the lesson May teach study habits and memory and comprehension monitoring strategies to students
7 – The teacher almost always effectively uses theory- and research-based teaching strategies or with almost all the students.		<ul style="list-style-type: none"> Uses multiple research-based strategies* highly effectively with almost all students consistently throughout the lesson Clearly teaches study habits and memory and comprehension monitoring strategies to students
<p><i>* Strategies may include providing strong and clear feedback, spacing practice, summarizing, reciprocal teaching, modeling, concept mapping, frequent assessment, establishing goals and sub-goals, vocabulary building, reinforcing effort, using cognitively complex tasks, using graphic and advanced organizers, academic play or games, note-taking, voting, and computer-assisted instruction.</i></p>		

Indicator 2.3 Student Survey Questions

- This teacher shows us or gives examples of what we are supposed to learn or do.
- This teacher helps us become better learners.
- This teacher clearly tells us how we did, and how to improve.
- This teacher expects us to know or do things weeks or months after we learned them.
- This teacher has us summarize our learning.
- This teacher has us practice things again weeks after we have learned them.

SCORING RUBRIC	EXAMPLES OF EVIDENCE AND “LOOK-FORS”
Indicator 2.4 – The teacher promotes the emotional competence of students.	
0 – The teacher does not apply research-based methods of promoting students' emotional competence.	<ul style="list-style-type: none"> Teacher and students appear emotionally negative to neutral much of the time Teacher does not model appropriate emotional competence Students' emotional explosions are not dealt with constructively and may even escalate
1 – The teacher seldom applies research-based strategies to promote students' emotional well-being. The teacher and students seldom appear to be in an upbeat mood.	<ul style="list-style-type: none"> Teacher and students appear emotionally neutral much of the time Uses few strategies* to promote emotional competence Emotional explosions are seldom dealt with constructively
3 – The teacher occasionally applies research-based strategies to promote students' emotional well-being. An upbeat mood is displayed by the teacher and students less than half of the time, or by fewer than half of the students.	<ul style="list-style-type: none"> Teacher and students appear emotionally positive some of the time Uses a few strategies* to promote emotional competence of students
5 – The teacher often applies research-based strategies to promote students' emotional well-being. An upbeat mood is displayed by the teacher and students more than half of the time, or by more than half of the students.	<ul style="list-style-type: none"> Teacher and students appear emotionally positive most of the time Uses more than a few strategies* to promote emotional competence of students Emotional explosions are dealt with constructively most of the time
7 – The teacher frequently applies research-based strategies to promote students' emotional well-being and displays sensitivity to students' emotions. An upbeat mood is displayed by the teacher and students almost all of the time, or by almost all of the students.	<ul style="list-style-type: none"> Teacher and students appear emotionally positive almost all of the time Uses several strategies* and seizes every opportunity to promote emotional competence in students Emotional explosions are dealt with constructively almost always
<p><i>* Strategies may include modeling good regulation of emotion, coaching effective coping strategies, talking about emotions as they naturally occur, validating negative emotions (without accepting misbehavior), helping students reinterpret negative situations in a more positive light, and using appropriate humor.</i></p>	
<p>RL Environments</p> <ul style="list-style-type: none"> The teacher encourages students to talk about emotions as they occur. The teacher validates negative emotions. The teacher helps students to reinterpret a negative situation into a more positive situation. The teacher provides opportunities for student interactions. The teacher holds online sessions using available software (e.g., Zoom, Google Meet, Microsoft Teams, etc.) to allow for social interaction of students. The teacher uses breakout rooms during online classes to encourage peer interaction. For students who do not have Internet access, the teacher includes students in conference calls to encourage peer interaction. The teacher develops and adheres to a schedule when possible to provide structure, which can lead to more stable emotional regulation. The teacher encourages effective use of coping strategies, including promoting physical activity (e.g., cardio exercise, strength training, or yoga), encouraging students to make time for fun, and encouraging students to try a new hobby. 	

Indicator 2.4 Student Survey Questions

- This teacher talks about how to deal with emotions.
- This teacher talks about understanding others' feelings.
- This teacher would be helpful if students were dealing with anger or sadness.
- This teacher helps students feel happy in this class.

SCORING RUBRIC	EXAMPLES OF EVIDENCE AND “LOOK-FORS”
Indicator 2.5 – The teacher builds on students’ prior experiences, learning strengths, and needs.	
0 – The teacher has not taken into consideration the prior learning and experiences of students when presenting a lesson or activity.	<ul style="list-style-type: none"> • Prior knowledge, learning, and/or experiences of students has no bearing on the lesson/activity delivery • Does not design learning experiences that connect students’ prior content knowledge to new learning • ECE – Does not build on learners’ prior knowledge and experience
1 – The teacher communicates vague awareness of students' prior knowledge. Seldom begins learning activities by activating prior knowledge and seldom makes connections among information for students.	<ul style="list-style-type: none"> • Comments on prior knowledge of a few students • Does not clearly connect new learning with prior learning • ECE – Rarely builds on learners’ prior knowledge and experience
3 – The teacher communicates some awareness of students' prior knowledge. Begins learning activities by activating prior knowledge less than half of the time or considers the prior knowledge of fewer than half of the students. Occasionally builds on prior knowledge to create a web of knowledge with a few connections.	<ul style="list-style-type: none"> • Assesses and activates prior knowledge (e.g., with a “What I Know, What I Want to Know, and What I Learned [K-W-L] approach) of some students • Comments on a few individual students' prior experiences • Makes one or two connections to prior knowledge • ECE – Makes occasional links to learners’ prior knowledge and experience
5 – The teacher communicates awareness of students' prior knowledge. Begins learning activities by activating prior knowledge more than half of the time or considers the prior knowledge of more than half of the students. Often builds on prior knowledge to create a web of knowledge with a moderate number of connections.	<ul style="list-style-type: none"> • Assesses and activates prior knowledge of most students • Aligns learning activities to most students' prior individual experiences • Refers multiple times to content from other lessons or units • ECE – Often builds on learners’ prior knowledge and experience
7 – The teacher communicates awareness of students' prior knowledge. Begins learning activities by activating prior knowledge almost all the time, or considers the prior knowledge of almost all of the students. Consistently builds on prior knowledge to create a strong web of knowledge with many connections.	<ul style="list-style-type: none"> • Activates prior knowledge of almost all students • Makes many connections to knowledge web • Refers strongly and repeatedly to content from other lessons or units • Builds on the experiences of each student and adapts lesson as needed • ECE – Consistently builds on learners’ prior knowledge and experience

Indicator 2.5 Student Survey Questions

- This teacher connects what we are learning with things we already know.
- This teacher reminds us of things we learned earlier.
- This teacher begins lessons by asking what we already know about a subject.

SCORING RUBRIC		EXAMPLES OF EVIDENCE AND “LOOK-FORS”	
Indicator 2.6 – The teacher incorporates students’ language, culture, family, and community.			
0 – The teacher does not modify instruction to reflect an understanding of how student learning is influenced by language, culture, family, and community values.	<ul style="list-style-type: none">Does not convey any awareness of students' cultural backgrounds		
1 – The teacher seldom uses multicultural strategies or conveys sensitivity to students' and the community's cultures.	<ul style="list-style-type: none">Communicates some knowledge of student and community culture and valuesDoes not integrate culture into lesson wellMisses opportunities to teach respect for all students		
3 – The teacher uses approaches that incorporate and demonstrate sensitivity to the students’ family, language, culture, and community less than half of the time, or for fewer than half of the students.	<ul style="list-style-type: none">Draws some connections during learning activities that are related to some students or community to community culturesOccasionally teaches and models multicultural respect, including socioeconomic status, through action and wordsEnvironment includes a few samples from diverse cultures		
5 – The teacher uses multicultural strategies and conveys sensitivity to the students' family, language, culture, and community more than half of the time, or for more than half of the students.	<ul style="list-style-type: none">Draws clear connections during learning activities that are related to several students’ culturesTeaches and models multicultural respect, including socioeconomic status, through action and words for most of the studentsEnvironment includes several samples from diverse culturesTreats most students impartially		
7 – The teacher employs high-quality multicultural strategies, conveying sensitivity to almost all of the students.	<ul style="list-style-type: none">Draws explicit connections during learning activities that are related to almost all students’ culturesRoutines and procedures clearly indicate a trusting multicultural environmentEnvironment includes many samples from diverse culturesConsistently teaches and models multicultural respect, including socioeconomic status, for all studentsTreats all students impartiallyStudents convey respect for others of different cultures		
RL Environments – For this indicator, the look-fors are consistent with a traditional classroom setting.			
<ul style="list-style-type: none">The teacher provides access to a variety of multicultural materials (e.g., websites, print materials, etc.).			

Indicator 2.6 Student Survey Questions

- This teacher helps us treat people who are different with respect.
- This teacher treats all students equally.
- This teacher knows about and respects each student's family background.
- This teacher knows and respects differences in students’ language and culture.

Standard 3: Implements the Curriculum

SCORING RUBRIC		EXAMPLES OF EVIDENCE AND “LOOK-FORS”	
Indicator 3.1 – The teacher implements curriculum standards.			
0 – The teacher does not implement instruction that aligns with the district curriculum map or pacing guides or with state curriculum standards.		<ul style="list-style-type: none">Does not deliver learning experiences aligned with standards	
1 – The teacher seldom implements instruction that aligns with the district curriculum map or pacing guides or with state curriculum guidelines.		<ul style="list-style-type: none">Delivers some learning experiences aligned with standardsDesigns few opportunities for students to achieve the learning goals	
3 – The teacher implements instruction that aligns with the district curriculum map or pacing guides or with state curriculum guidelines for less than half of the learning experiences.		<ul style="list-style-type: none">Some learning experiences are aligned with standardsDesigns some opportunities for students to achieve learning goals	
5 – The teacher implements instruction that aligns with the district curriculum map or pacing guides or with state curriculum guidelines for more than half of the learning experiences.		<ul style="list-style-type: none">Most learning experiences are aligned with standardsIncludes several different opportunities for students to achieve the learning goals	
7 – The teacher implements instruction that strongly aligns with the district curriculum map or pacing guides or with state curriculum guidelines for almost all of the learning experiences.		<ul style="list-style-type: none">Almost all learning experiences are strongly aligned with standardsDiscusses alignment of activities and standards with students	
RL Environments – For this indicator, it is critical for school districts to identify what power standards will be taught due to time constraints.			
<ul style="list-style-type: none">The teacher focuses instruction on power standards to ensure students are ready for the next grade level.			
Indicator 3.2 – The teacher develops lessons for diverse learners.			
NOTE: This is NOT observable in a mini-observation. For observation, see Indicators 2.1 and 2.6.			
Indicator 3.3 – The teacher analyzes instructional goals and differentiated instructional strategies.			
NOTE: This is NOT observable in a mini-observation.			

Standard 4: Teaches for Critical Thinking

SCORING RUBRIC	EXAMPLES OF EVIDENCE AND “LOOK-FORS”
Indicator 4.1 – The teacher uses instructional strategies that lead students to problem-solving and critical thinking.	
0 – The teacher does not use instructional strategies to promote student problem-solving or critical thinking skills.	<ul style="list-style-type: none"> Students are not involved in problem-solving or critical thinking
1 – The teacher seldom uses instructional strategies that require students to problem-solve and think critically.	<ul style="list-style-type: none"> Seldom uses questions that demand more than basic recall or mere opinion Almost always responds to own questions without wait time for student response Uses routine applications of known procedures, or highly guided or constrained tasks
3 – The teacher occasionally uses instructional strategies that require students to problem-solve and think critically less than half of the time, or with fewer than half of the students.	<ul style="list-style-type: none"> Occasionally uses instructional strategies that require some students to reason, problem-solve, and think critically (e.g., to assess or develop an informed argument, weigh credibility of evidence, justify or evaluate thinking, use cause-and-effect charts) Uses some higher-order questions with skill (e.g., “how do you know?” or “why do others come to a different conclusion?”), but is not consistent May provide opportunities for higher-order thinking (e.g., compare, analyze, infer, evaluate, explain, justify) without appropriate follow-through Mostly uses routine applications of known procedures May provide too much or too little scaffolding for problem solving
5 – The teacher often uses instructional strategies that require students to problem-solve and think critically more than half of the time, or with more than half of the students.	<ul style="list-style-type: none"> Often uses instructional strategies that require most students to reason, problem-solve, and think critically Models critical thinking and steps necessary to problem-solve for students, but misses some opportunities May allow students to problem-solve independently instead of providing step-by-step instructions Implements meaningful learning experiences that require most students to apply disciplinary knowledge to real-world problems
7 – The teacher almost always uses instructional strategies that engage almost all students in learning activities to promote problem-solving and critical thinking continuously through almost all the lesson.	<ul style="list-style-type: none"> If time allows, progresses fluently through multiple instructional strategies that require almost all students to think critically and problem-solve Consistently requires students to explain or justify their thinking, problem-solve, formulate questions, predict, be creative, or make informed decisions Almost all students consistently engage in individual or collaborative critical thinking and problem-solving, analysis, synthesis, interpretation, and creation of original products Strongly models critical thinking
<p>NOTE: In ECE, critical thinking may involve allowing learners to use materials in unique ways, looking at problems in different ways, generating their own ideas, or actively discovering, investigating, exploring, constructing, and creating. Also may involve letting learners take risks, experiment, and make mistakes. Another example includes allowing learners to lead and then following their lead.</p>	
<p>RL Environments</p> <ul style="list-style-type: none"> The teacher consistently requires students to explain/justify their thinking, practice problem-solving skills, formulate questions, predict outcomes, be creative, and/or make informed decisions. The teacher provides students with guidance and resources on how to show evidence of critical thinking or decision making. The teacher evaluates learning activities to ensure that students are engaged in critical thinking and/or problem-solving skills. 	

Indicator 4.1 Clarification

Indicator 4.1 addresses the teacher's ability to **draw students into skillfully applying, analyzing, synthesizing, and evaluating information to reach a conclusion or solve a problem**. Promoting critical thinking (CT) and problem-solving skills is difficult and fairly uncommon in typical classrooms.

There are various ways that teachers can promote CT.

- Ask challenging questions – not just yes/no questions.
- Give students complex, demanding tasks that require persistent effort, concentration, and various cognitive and metacognitive strategies.
- Require students to determine what makes an argument valid, assess possible solutions, categorize problems, map concepts, or explain a worked example.
- Ask students to justify their thinking or evaluate others' thinking.
- Ask students to generate questions and problems, independently collect and assess relevant information in the content, and come to an extended conclusion/justification that works to solve complex issues.

Every incident of the phrase “solve a problem” does not necessarily involve CT. For example, a teacher in a math class may ask students to “solve the problems on page 17” or “come to the board and solve the problem.” These tasks are CT only if they have the properties listed above. However, if the tasks merely involve a student applying a scripted algorithm, then the “problem-solving” is not CT.

Note that CT is not always appropriate in a given observation period. There are times when students should be practicing and over-learning skills that are foundational to higher-level CT. However, CT should occur at some point in every classroom. For school districts in which CT is a prioritized indicator, we recommend that evaluators come back at another time if an activity is occurring in a classroom that is appropriate, but affords little opportunity for CT (e.g., practicing multiplication tables so that these become automatic). To maintain the “drop in” nature of classroom observations, but increase the likelihood that CT will be in evidence, the evaluator may ask the teacher for multiple suggested times to “drop in” and then randomly select one of them.

Indicator 4.1 Student Survey Questions

- This teacher asks “how?” and “why?” questions to make us think more.
- This teacher makes us explain our answers.
- This teacher waits a while before letting us answer questions, so we have time to think.
- This teacher makes us compare different ideas or things.
- This teacher makes us use what we learn to come up with ways to solve problems.

SCORING RUBRIC		EXAMPLES OF EVIDENCE AND “LOOK-FORS”
Indicator 4.2 – The teacher effectively uses appropriate instructional resources to enhance student learning.		
0 – The teacher does not effectively use appropriate instructional resources to enhance student learning.		<ul style="list-style-type: none"> No use of appropriate instructional resources* Uses inappropriate or inadequate text or materials ECE – Materials are not accessible to learners
1 – The teacher seldom effectively uses appropriate instructional resources to enhance student learning.		<ul style="list-style-type: none"> Rarely uses instructional resources* or uses these in perfunctory or developmentally inappropriate ways Uses the standard text or materials in ineffective ways ECE – Materials are seldom accessible to learners; No flexibility for learners to take materials from one center to another
3 – The teacher occasionally effectively uses appropriate instructional resources to enhance student learning less than half of the time, or with fewer than half of the students.		<ul style="list-style-type: none"> Uses instructional resources* effectively on occasion, but is not consistent Uses some developmentally appropriate instructional resources* but does not maximize the potential for enhancing student learning ECE – Materials are occasionally accessible to learners; Limited flexibility for learners to take materials from one center to another
5 – The teacher often effectively uses appropriate instructional resources to enhance student learning more than half of the time, or with more than half of the students.		<ul style="list-style-type: none"> Uses instructional resources* appropriate for most students Sets up lessons so that students use instructional resources* in a meaningful way most of the time If time permits, uses a variety of instructional resources* ECE – Materials are often accessible to learners; Some flexibility for learners to take materials from one center to another
7 – The teacher almost always effectively uses appropriate instructional resources to enhance student learning for almost all students.		<ul style="list-style-type: none"> Uses a variety of instructional resources* effectively Selects instructional resources* that strengthen learning activities Promotes technology skills through use of instructional resources* May ask students to critique quality of information from instructional resources* or evaluate how instructional resources* will benefit their learning ECE – Materials are always accessible to learners; Complete flexibility for learners to take materials from one center to another
<p>* Instructional resources may include technology, online resources, primary source documents, manipulatives, supplementary readings, video or audio, etc. In ECE, instructional resources may include technology, art materials, sensory materials, blocks, big books, puzzles, dramatic play, props, variety of writing materials or models/anchor charts, open-ended materials used to promote creativity, etc.</p> <p>NOTE: This indicator is about use of technology for instruction. Indicator 6.4 is about use of technology for communication.</p>		

Indicator 4.2 Student Survey Questions

- This teacher uses lots of different things to help us learn (such as readings, maps, or objects).
- This teacher uses the things in this classroom in ways that help us learn.
- This teacher uses materials in class that help us understand the subject.

SCORING RUBRIC		EXAMPLES OF EVIDENCE AND “LOOK-FORS”	
Indicator 4.2b – The teacher effectively uses appropriate technology to facilitate student learning.			
0 – The teacher does not use technology to facilitate student learning.	<ul style="list-style-type: none">• No appropriate use of technology*• Uses technology in ways that violate Board of Education policy		
1 – The teacher seldom effectively uses appropriate technology to facilitate student learning.	<ul style="list-style-type: none">• Seldom uses technology*• Uses technology in perfunctory or ineffective ways• Uses technology in developmentally inappropriate ways• Available technology is not accessible to all learners		
3 – The teacher occasionally effectively uses appropriate technology to facilitate student learning less than half of the time, or with fewer than half of the students.	<ul style="list-style-type: none">• Occasionally uses technology* effectively, but misses opportunities to more fully incorporate technology into the lesson• Uses some developmentally appropriate technology but does not maximize the potential for facilitating student learning• Increases student competence using technology fluently		
5 – The teacher often effectively uses appropriate technology to facilitate student learning more than half of the time, or with more than half of the students.	<ul style="list-style-type: none">• Often uses technology* effectively• Misses few opportunities to more fully integrate technology into the learning activities• Sets up lessons so that students use technology in a meaningful way most of the time• Selects technology that strengthens learning activities• Asks students to critique the quality of digital resources		
7 – The teacher almost always effectively uses appropriate technology to facilitate student learning for almost all students.	<ul style="list-style-type: none">• Almost always uses technology* in a high-quality way that is both effective and seamless throughout the lesson• Misses no opportunities to fully integrate technology into the learning activities• Provides students with opportunities to independently use technology above and beyond planned activities		
<p><i>* In this context, technology refers to hardware, digital tools, and digital content. <u>Effective, high-quality use of technology</u> includes collaboration across space and time, publishing student work to a wider audience, providing choice and individualized student experiences, encouraging creativity, developing the capacity to locate, access, and evaluate sources and information, promoting computational thinking, and developing digital citizenship. Use of technology may be synchronous or asynchronous.</i></p>			
<p>NOTE: Appropriate uses of technology must comply with the Children’s Online Privacy Protection Act (COPPA) and FERPA.</p>			

Indicator 4.2b Clarification

Indicator 4.2b addresses the teacher's ability to **effectively use appropriate technology to facilitate student learning**. This indicator is about high-quality use of technology (i.e., hardware, digital tools, and digital content) that enhances learning in ways that only technology can do, rather than simply using it as a substitute for older tools.

Indicator 4.2 addresses effective use of all resources in the classroom, including technology. Indicator 4.2b specifically addresses **only** technology use. It is intended for school districts and buildings heavily focused on implementing technology, such as 1:1 programs. For school districts that view technology as just one among many important resources, we recommend using Indicator 4.2.

Technology is one of many resources a teacher may use, but technology provides some unique learning opportunities. Indicator 4.2b is about maximizing those opportunities. It is also about quality of use and **not** about frequency of use. Frequency only matters to the extent that opportunities are missed. It is possible that digital tools may only be used for a brief time during a 10-minute classroom observation, but the brief use must be both appropriate to the lesson content and further student learning and experiences.

A successful teacher on this indicator will fully integrate technology into lessons as a way to further student learning and expand opportunities beyond that of a classroom without 1:1 capabilities.

There are various ways that teachers can promote high-quality use of technology.

- Collaboration across space and time.
- Publish student work to a wider audience.
- Provide choice and individualized student experiences.
- Encourage creativity.
- Develop the capacity to locate, access, and evaluate sources and information.
- Promote computational thinking.
- Develop digital citizenship.

Additional aspects of high-quality use of technology integrate with other Classroom Observation Indicators, including critical thinking (4.1), student choice (5.1), civil behavior (5.3), equity (planning for diverse learners is contained in the Unit of Instruction), and formative assessment (7.4). When addressing these teaching practices, the corresponding indicator should be used.

Indicator 4.2b Student Survey Questions

- This teacher often uses technology (e.g., tablets, computer, blogs, email, PowerPoint) in a way that helps us learn.
- This teacher uses technology in a way that helps us learn better.
- This teacher shows us how to judge the quality of information on the internet.
- This teacher helps us learn to use computers and other technology better.

SCORING RUBRIC		EXAMPLES OF EVIDENCE AND “LOOK-FORS”	
Indicator 4.3 – The teacher employs cooperative learning.			
0 – The teacher does not employ cooperative learning activities.	<ul style="list-style-type: none">• No use of cooperative learning activities		
1 – The teacher seldom employs cooperative learning activities. When employed, cooperative learning is inadequately organized.	<ul style="list-style-type: none">• Uses whole group instruction during the vast majority of instructional time• Teacher dominates activities• Uses small group learning activities ineffectively		
3 – The teacher employs cooperative learning less than half of the time, when it would be appropriate. When employed, cooperative learning is weakly organized.	<ul style="list-style-type: none">• Uses small group learning activities but guidelines are not clear• Activities are weakly organized or transitions are not smooth• A variety of instructional group situations are used when appropriate, but some opportunities for ideal groupings are missed		
5 – The teacher effectively combines flexible, independent, cooperative, and whole-class learning situations to maximize student learning more than half of the time. When employed, cooperative learning is adequately organized.	<ul style="list-style-type: none">• Guidelines for group learning activities are clear• Activities are organized with orderly transitions and clearly defined roles• Students engage in cooperative learning rather than just "group work"• Checks understanding for each group• A variety of instructional situations are used when appropriate, such as independent, small groups, and whole class		
7 – The teacher almost always effectively combines flexible, independent, cooperative, and whole-class learning situations to maximize student learning. When employed, cooperative learning is exceptionally well-organized.	<ul style="list-style-type: none">• Fluidly directs independent, collaborative, and whole-class learning situations that maximize student learning• Fully applies all principles of effective cooperative learning (e.g., makes evaluation criteria clear, monitors and provides feedback, applies PIES [personal and group accountability, interdependence, equal participation, simultaneity])• When possible, uses grouping strategies to help students interact with others from different cultures and backgrounds• May also serve as a resource to colleagues in the use of independent, collaborative, and whole-class learning situations		

Indicator 4.3 Student Survey Questions

- When our teacher assigns work in small groups, we each know exactly what we are supposed to do.
- When we work in small groups, the teacher makes sure everyone in the group does some of the work.
- When our teacher assigns work in small groups, we learn a lot.

Standard 5: Creates a Positive Classroom Learning Environment

SCORING RUBRIC	EXAMPLES OF EVIDENCE AND “LOOK-FORS”
Indicator 5.1 – The teacher uses motivation strategies that affectively engage students.	
0 – The teacher does not use motivation strategies that affectively engage students.	<ul style="list-style-type: none"> No evidence of motivation strategies* in use ECE – Centers do not engage learners
1 – The teacher seldom uses motivation strategies that affectively engage students.	<ul style="list-style-type: none"> Uses a few motivation strategies* with limited success Uses motivation strategies* in ways that undermine long-term motivation (e.g., sarcasm, threats) Uses gimmicks that distract rather than engage students Students may express boredom or frustration ECE – Centers seldom engage learners or engage few learners; Learners seldom have opportunities to make choices and work independently
3 – The teacher occasionally uses motivation strategies that affectively engage students less than half of the time, or with fewer than half of the students.	<ul style="list-style-type: none"> Uses motivation strategies* with some success Some students appear moderately motivated some of the time Some students express positive emotions (e.g., interest, excitement, amusement, pride) for the learning activity some of the time Lesson occasionally drags ECE – Centers engage some learners some of the time; Learners occasionally have opportunities to make choices and work independently
5 – The teacher often uses motivation strategies that affectively engage students more than half of the time, or with more than half of the students.	<ul style="list-style-type: none"> Uses multiple motivation strategies* with much success Most students appear motivated most of the time Most students express positive emotions (e.g., interest, excitement, amusement, pride) for the learning activity most of the time Some students may be unmotivated, but many are motivated ECE – Centers engage most learners much of the time; Learners often have opportunities to make choices and work independently
7 – The teacher almost always uses motivation strategies that affectively engage almost all of the students.	<ul style="list-style-type: none"> Uses multiple motivation strategies* with great success Adjusts and refines use of motivation strategies* based on effectiveness Almost all students appear highly motivated almost all of the time Almost all students express positive emotions (e.g., interest, excitement, amusement, pride) for the learning activity almost all of the time Students may be engaged in self-directed learning ECE – Centers are fully engaging so that learners want to play; Lessons are developmentally appropriate, quick, and relevant; Teacher is enthusiastic
<p><i>* This indicator emphasizes intrinsic motivation more than external motivation. Research-based motivation strategies may include using interesting materials, providing attractive choice (autonomy), praise (avoiding criticism), pointing out progress, communicating enthusiasm for the content, setting and achieving goals, promoting self-efficacy, and communicating that success is due to effort (not ability). In ECE, setting up centers is foundational and central to the lesson plan. Centers should motivate and affectively engage learners.</i></p>	
<p>RL Environments – For this indicator, it is important to note that whole-class lectures may not keep students motivationally engaged.</p> <ul style="list-style-type: none"> The teacher motivates students by selecting interesting topics, choosing topics that are applicable, allowing for student choice, encouraging students to set goals, and working with small groups and individuals. The teacher promotes student confidence by providing detailed feedback to each student. <p><i>NOTE: This indicator refers to positive emotions toward the content or lesson activities. Indicator 5.3b is about positive emotions toward the teacher.</i></p> <p>NOTE: There are three distinct types of engagement in the classroom – cognitive, affective, and behavioral. This indicator addresses affective engagement only. The other forms of engagement are addressed in Indicators 1.2 and 5.2.</p>	

Indicator 5.1 Clarification

Indicator 5.1 addresses the teacher's ability to **motivate and affectively (or emotionally) engage students in the lesson**. Motivation initiates and directs behavior. Teachers can influence student motivation in a variety of ways. One way is to increase student self-efficacy (confidence), which is a strong predictor of achievement. Students high in self-efficacy are more willing to take on and stick with challenging tasks, put effort into learning, and learn more. Also, teachers can influence student motivation by promoting autonomy in the classroom. Autonomy is the sense that one is engaging in learning activities that reflect one's own choice and self-identity, rather than being compelled to do so. Teachers foster autonomy by deemphasizing external reinforcement, encouraging students to solve problems in their own way, acknowledging student feelings, and listening more than talking. In contrast, teachers who use directive, commanding statements and use coercive techniques, such as rewards and punishments, diminish feelings of autonomy. Teachers also increase motivation by affectively engaging students, or making lessons enjoyable, fun, and interesting.

There are various ways that teachers can promote motivation and affective engagement.

- Use materials and activities that students find interesting.
- Emphasize intrinsic motivators more than external motivators.
- Connects instruction/activities with students' lives to show relevance.
- Use authentic examples.
- Provide attractive choices (autonomy).
- Praise students for genuine achievement (and avoiding criticism).
- Communicate enthusiasm for the content.
- Help students set achievable, but challenging, goals.
- Promote students' self-efficacy.
- Communicate to students that success is due to effort and good strategies (not ability).

Success may be indicated by students expressing positive emotions, energy, persistence in the face of difficulty, preference for difficult tasks, and enthusiasm in the learning activity.

Indicator 5.1 Student Survey Questions

- This teacher makes lessons interesting.
- This teacher points out how this topic is important to our lives.
- This teacher gives us choices in our classwork.
- This teacher tells us that we can all be successful if we try hard.
- This teacher gets us excited about the subject.

SCORING RUBRIC	EXAMPLES OF EVIDENCE AND “LOOK-FORS”
Indicator 5.2 – The teacher manages time, space, transitions, and activities.	
0 – The teacher does not manage time, space, transitions, and activities well.	<ul style="list-style-type: none"> No procedures for transitioning or managing time efficiently Most students are on task less than 10% of the time ECE – Learners are not involved in learning activities; No apparent procedures or expectations
1 – The teacher seldom manages time, space, transitions, and activities well. Time is not used efficiently for most students.	<ul style="list-style-type: none"> A few students are on task Class time is centered on learning less than 20% of the time Does not redirect students who are off-task, or has to stop frequently to redirect because students are unsure of directions Back frequently turned to students; unaware of student behavior Students have to wait for teacher because of poor management or planning Seldom uses strategies* for managing time, space, and transitions Directions unclear Transitions are too long or not relevant Teacher talks about transition, but then does not make transition ECE – Many learners wandering the room; Few learners are involved in classroom routines
3 – The teacher occasionally manages time, space, transitions, and activities well less than half of the time, or with fewer than half of the students.	<ul style="list-style-type: none"> Some students are on task Class time is centered on learning about 35-50% of the time Teacher manages time rather than students (i.e., is inflexible in scheduling) Sometimes uses strategies* for managing time, space, and transitions Does not fully minimize distractions or interruptions Teacher may change directions too often ECE – Some learners wandering the room; Some learners are involved in classroom routines
5 – The teacher often manages time, space, transitions, and activities well more than half of the time, or with more than half of the students.	<ul style="list-style-type: none"> Most students are on task most of the time and appear to know classroom routines Class time is centered on learning about 65-80% of the time Students know what to do when the bell rings Mostly uses strategies* for managing time, space, and transitions Only minor redirects are needed Transitions between instruction, demonstration, guided practice, and independent practice are fairly smooth ECE – Most learners are involved in classroom routines; Learning occurs during most transitions (e.g., not standing in line doing nothing)
7 – The teacher almost always organizes, allocates, and manages time, space, transitions, and activities well. Manages class so fluidly that management is invisible with almost all the students.	<ul style="list-style-type: none"> Almost all students are on task Class time is centered on learning more than 90% of the time Strong evidence that students already know classroom routines and transitions Students appear to be self-directed Always uses strategies* for managing time, space, and transitions Students collaborate on the effective management of time, space, transitions, and activities ECE – Adequate amount of quality materials in room (e.g., realistic, developmentally appropriate); Visual schedules are present and actively used; Transitions are well organized (e.g., with lights, cues, movement, music); Learning occurs during transitions; Learners are busy and active; Learners are involved in routines; Room is warm, inviting, and organized
* Strategies may include having effective seating structures, having sufficient materials in the room, clearly communicating procedures for entering or finishing work, and clearly communicating behavioral expectations.	
Note: There are three distinct types of engagement in the classroom – cognitive, affective, and behavioral. This indicator addresses behavioral engagement only. The other forms of engagement are addressed in Indicators 1.2 and 5.1.	

Indicator 5.2 Student Survey Questions

- We are learning almost all the class time.
- We each know what we are supposed to be doing all the time in this class.
- This teacher is ready to teach when the class begins.
- We each know where to find all the materials we need in this classroom.
- The space in our classroom is well organized.

SCORING RUBRIC		EXAMPLES OF EVIDENCE AND “LOOK-FORS”	
Indicator 5.2b – The teacher uses effective discipline that promotes self-control.			
0 – The teacher does not use effective discipline when needed that promotes self-control.		<ul style="list-style-type: none">Exclusively uses power-assertive discipline, or uses no discipline to address misbehavior or noncomplianceECE – Uses negative correction and does not handle distractions in a developmentally appropriate way	
1 – The teacher seldom uses effective discipline when needed that promotes self-control.		<ul style="list-style-type: none">Seldom uses research-based discipline strategies* that promote long-term self-controlAttempts to use strategies, but not effectivelyECE – Seldom uses positive correction; Seldom handles distractions in a developmentally appropriate way	
3 – The teacher effectively uses discipline when needed that promotes self-control less than half of the time, or with fewer than half of the students.		<ul style="list-style-type: none">Uses a few research-based discipline strategies* that promote long-term self-control to address misbehavior or noncomplianceAvoids use of coercion, threats, isolation, and removal of student from learning activitiesKeeps a positive, but firm, tone during disciplineECE – Occasionally uses positive reinforcement**, redirects, and re-teaching; Sometimes handles distractions in a developmentally appropriate way; Adults are actively supervising some of the time and are at the learner’s level	
5 – The teacher effectively uses discipline when needed that promotes self-control more than half of the time, or with more than half of the students.		<ul style="list-style-type: none">Uses multiple research-based discipline strategies* to promote long-term self-control and obtain complianceKeeps a positive, but firm, tone during disciplineUses reinforcement correctly and does not mistakenly reinforce misbehaviorECE – Often uses positive reinforcement**, redirects, and re-teaching; Mostly handles distractions in a developmentally appropriate way; Adults are actively supervising most of the time and are at the learner’s level	
7 – The teacher almost always effectively uses discipline when needed that promotes self-control with almost all of the students.		<ul style="list-style-type: none">Consistently uses multiple research-based discipline strategies* to promote long-term self-control and obtain complianceKeeps a warm, but authoritative, tone demanding appropriate behaviorECE – Consistently uses positive reinforcement**, redirects, and re-teaching; Always handles distractions in a developmentally appropriate way; All adults are actively supervising and are at the learner’s level; Uses universal expectations; All learners are treated fairly	
<i>* Research-based discipline strategies may include using inductive reasoning, using praise, describing how misbehavior affects others, respectful negotiation with students, and teaching correct behavior.</i>			
<i>** In ECE, positive reinforcement may include positive words, hugs, high-fives, and tokens with words.</i>			

Indicator 5.2b Student Survey Questions

- This teacher talks respectfully with students when they misbehave.
- This teacher explains why the rules are important when students break them.
- This teacher never threatens or "loses it" when students misbehave.
- Most students want to behave well for this teacher.

SCORING RUBRIC	EXAMPLES OF EVIDENCE AND “LOOK-FORS”
Indicator 5.3 – The teacher uses strategies that promote kindness and social competence among students in the classroom community.	
NOTE: Social competence refers to prosocial behavior (e.g., kindness, cooperation, encouragement) among students and refraining from antisocial behaviors (e.g., aggression, bullying).	
0 – The teacher does not apply research-based strategies to promote students' social competence and to build a classroom community.	<ul style="list-style-type: none"> Does not provide opportunity for student interaction Does not use any research-based strategies* to promote student-student relationships Students appear disconnected to one another Interactions between students are mostly neutral or negative ECE – Does not provide opportunities for peer interactions; Does not foster social-emotional development
1 – The teacher seldom applies research-based strategies to promote students' social competence and to build a classroom community.	<ul style="list-style-type: none"> Uses few research-based strategies* to promote positive social interaction among students with limited success Interactions between students are mostly neutral ECE – Provides limited opportunities for peer interactions; A few learners are engaged with peers; Little fostering of social-emotional development
3 – The teacher occasionally applies research-based strategies to promote students' social competence and to build a classroom community less than half of the time, or for fewer than half of the students.	<ul style="list-style-type: none"> Uses a few research-based strategies* to promote social competence of students with some success Interactions between students are neutral to positive ECE – Occasionally provides opportunities for peer interactions; Some learners are engaged with peers; Some use of the districts' social skills program; Occasionally teaches social skills and student responsibility with follow-up as well as emotional regulation (e.g., acknowledges emotions and coaches coping strategies)
5 – The teacher often applies research-based strategies to promote students' positive social interaction and to build a classroom community more than half of the time, or for more than half of the students.	<ul style="list-style-type: none"> Uses more than a few research-based strategies* to promote social competence of students with much success Interactions between students are mostly positive and demonstrate kindness to one another ECE – Often provides opportunities for a variety of peer interactions; Many learners are engaged with peers; Mostly implements the districts' social skills program; Often teaches social and emotional regulation skills
7 – The teacher is highly sensitive to students' social needs and frequently applies research-based strategies to promote students' positive social interaction, almost all the time, or for almost all of the students. Strong positive relationships exist among the students.	<ul style="list-style-type: none"> Uses several research-based strategies* with great success and seizes every opportunity to promote social competence of students Students almost always interact in positive ways and demonstrate kindness to one another ECE – Continually provides opportunities for a variety of peer interactions; Almost all learners are engaged with peers; All learners are included, integrated seamlessly, and treated kindly; Fully implements the districts' social skills program; Teaches social and emotional regulation skills; Allows time for social problem-solving
<p>* Research-based strategies may include advocating prosocial values, praising/acknowledging kindness, providing opportunities for students to help others, making sure that everyone is included in activities, pointing out individual's strengths to the group, coaching friendship skills, valuing diverse personalities, and coaching compromise during conflicts.</p>	
<p>RL Environments – For this indicator, it is important to note that students may be more emotional, particularly if the remote setting is necessary because of a stay-at-home order or quarantine.</p> <ul style="list-style-type: none"> The teacher promotes empathy for the feelings of others and leads discussions on how people may feel or process different situations. The teacher leads discussions about the different ways people may react/respond to a stay-at-home order and why. The teacher promotes understanding of the situations of other people (e.g., a single parent having to take their child to the grocery store even with a one-person/one-cart rule, etc.). The teacher holds online sessions using available software (e.g., Zoom, Google Meet, Microsoft Teams, etc.) to allow students to practice friendship skills. The teacher provides a space for students to post introductions to develop an online learning community. The teacher provides ongoing space and structures for students to share appropriate parts of their lives with others. 	

Indicator 5.3 Clarification

Indicator 5.3 addresses the teacher's ability to apply research-based strategies that **promote positive social interactions between students and develop a caring classroom community**. This indicator addresses whether the teacher promotes individual social competence of students and raises the kindness of the classroom as a whole. Also, it is about the teacher helping students be kind to each other. Thus, it is about **facilitating positive student-student relationships**.

To attain a high score on this indicator, teachers must actively use research-based strategies to facilitate positive student-student relationships. It is not sufficient that the class is merely working smoothly together.

Research suggests the following teaching strategies are effective in promoting students' prosocial behavior toward each other. Note that none of the below require long discussions, but can be simple, quick statements.

- Advocate for prosocial values ("In this classroom, we help each other ...").
- Praise kindness and point out prosocial behavior ("Thanks Tom. That was nice."). Ask students to praise or thank each other.
- Provide opportunities for students to help others.
- Make sure that everyone is included in activities ("Tom needs buddies to work with ...").
- Point out individual strengths of students ("Tom is great with details like this...").
- Coach friendship skills.
- Value diverse personalities and find something to like about all students ("We appreciate Tom's enthusiasm ...").
- Coach compromise during conflict ("What is Tom's perspective? How do you think he feels about it? What is a solution you both could live with?").
- Specify norms for how to work together.
- Ask students to respectfully respond to each other.

Non-cognitive skills, like prosocial behavior, are important for academic success. Students who are more prosocial tend to have higher grades and test scores. Students who have more classmates who are prosocial also will earn higher test scores. When schools implement interventions to increase social skills, students tend to increase in test scores (Bergin, 2014).

Indicator 5.3 is related to Indicator 5.2 (promoting rules, procedures, and routines in the classroom), Indicator 5.2b (using effective discipline within the classroom), and 5.3b (positive teacher-student relationships), because success on those three indicators may contribute to a more positive classroom climate. However, this indicator is specifically about improving the social competence of students (e.g., improving conflict resolution, kindness, helpfulness, cooperation, and encouragement among students). Also, there is another overlap with Indicator 5.2b. A particular form of discipline, known as *victim-centered discipline*, is a powerful approach to promoting more prosocial behavior in students. This type of discipline points out to a student who has misbehaved how their misbehavior affected others. It is a form of empathy training. It is even more powerful when accompanied by suggestions for reparation of the harm; however, this does not include making a student say they are sorry as that can backfire.

Bergin, C. (2014). Educating Students to be Prosocial at School. In L.M. Padilla-walker @ G. Carlo (Eds.), *Prosocial development: A multidimensional approach*. Oxford University Press, 279-301.

Indicator 5.3 Student Survey Questions

- This teacher encourages us to be kind and help each other.
- This teacher makes sure we only say positive things about each other in this class.
- This teacher points out each student's strengths to the rest of the class.
- This teacher makes sure no one is left out.
- This teacher would help students figure out how to get along if there were conflicts.
- This teacher has something positive to say about every student.

SCORING RUBRIC	EXAMPLES OF EVIDENCE AND “LOOK-FORS”
Indicator 5.3b – The teacher establishes secure teacher-student relationships.	
0 – The teacher has a neutral to negative relationship with students.	<ul style="list-style-type: none"> Students do not seem to enjoy the teacher's presence and the teacher does not seem to enjoy students
1 – The teacher seldom has positive interactions, or has a positive relationship with only a few students.	<ul style="list-style-type: none"> Has a few positive interactions with students A few students appear to enjoy interacting with the teacher Is sensitive and responsive to a few students once or twice ECE – Has a personal relationship with a few learners
3 – The teacher occasionally has positive interactions less than half of the time, or has a positive relationship with fewer than half of the students.	<ul style="list-style-type: none"> Has some positive interactions with students Several students appear to enjoy interacting with the teacher Occasionally creates an inviting atmosphere by greeting students at the door, calling students by name, and acknowledging students' perspectives Is sensitive and responsive to some students some of the time ECE – Has a personal relationship with some learners; Occasionally gives hugs, high-fives, and smiles; Occasionally uses a warm, calm voice and makes eye contact at the learner's level; Learners occasionally seek comfort and guidance from the teacher; Learners occasionally freely participate with teacher versus sit and wait for permission
5 – The teacher often has positive interactions more than half of the time, or has positive relationships with more than half of the students.	<ul style="list-style-type: none"> Has many positive interactions with students Most students appear to enjoy interacting with the teacher Most students appear eager to participate in activities with the teacher Is sensitive and responsive to most students most of the time ECE – Has a personal relationship with most learners; Often gives hugs, high-fives, and smiles
7 – The teacher almost always interacts positively with students, and conveys a strong, positive relationship with almost all students encouraging risk-taking and enjoyment of learning.	<ul style="list-style-type: none"> Constantly has positive interactions with students Almost all students appear to enjoy interacting with the teacher Almost all students appear eager to participate in activities with the teacher Constantly creates an inviting atmosphere for all students Is sensitive and responsive to almost all students almost all of the time ECE – Has a personal relationship with all learners; Creates an exceptionally warm and caring environment
<p>RL Environments – For this indicator, the look-fors are consistent with a traditional classroom setting. However, it is important to note that there are unique challenges because many student-student and student-adult relationships are missing from lives of individual students. This makes the teacher-student relationship even more important.</p> <ul style="list-style-type: none"> The teacher makes great effort to maintain personal contact with each student. The teacher holds small-group and whole-group online sessions using available software (e.g., Zoom, Google Meet, Microsoft Teams, etc.) and uses email and text messages to socially engage students. The teacher builds and maintains a relationship that goes beyond academics to demonstrate caring for the whole child. 	
<p><i>Note: This indicator refers to positive emotions toward the teacher. Indicator 5.1 is about positive emotions toward the content or lesson activities.</i></p>	

Indicator 5.3b Clarification

Indicator 5.3b addresses the **quality of relationships** the teacher has with students. Ideally, teachers convey a strong, positive relationship with almost all students.

Positive teacher-student relationships predict **reduced retention or special education referrals and higher GPA and test scores**. Also, positive teacher-student relationships protect children from behavior problems, like aggression, bullying or being bullied, drug use, and delinquency. Students who feel cared for in class are more engaged and learn more. These effects have been found from preschool age through high school age (e.g., Bergin & Bergin, 2009; E. O'Connor & McCartney, 2007; E. O'Connor, Dearing, & Collins, 2011; Roorda, Koomen, Spilt, & Oort, 2011). The effects tend to be higher for males and for high-risk students (e.g., immigrants, students who move a lot, students with difficult home lives). The effect size is quite large and tends to be larger than which instructional approach or curriculum is used (Cornelius-White, 2007).

There are various ways that teachers can foster positive teacher-student relationships.

- Create an inviting atmosphere for all.
- Have frequent, positive interactions with students.
- Be sensitive and supportive of students.
- Be responsive to the agendas and interests of students.
- Acknowledge the perspectives of students.
- Greets students at the door.
- Have high expectations for student learning.
- Show caring about students' achievement.

Bergin, C., & Bergin, D. A. (2009). Attachment in the classroom. *Educational Psychology Review*, 21(2), 141-170. doi: 10.1007/s10648-009-9104-0

Cornelius-White, J. (2007). Learner-centered teacher-student relationships are effective: A meta-analysis. *Review of Educational Research*, 77(1), 113-143.

Dominance, prosocial orientation, and female preferences: Do nice guys really finish last? (1995). *Journal of Personality & Social Psychology*, 68(3), 427-440.

O'Connor, E., & McCartney, K. (2007). Examining teacher-child relationships and achievement as part of an ecological model of development. *American Educational Research Journal*, 44(2), 340-369.

O'Connor, E. E., Dearing, E., & Collins, B. A. (2011). Teacher-child relationship and behavior problem trajectories in elementary school. *American Educational Research Journal*, 48(1), 120-162.

Roorda, D. L., Koomen, H. M. Y., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher-student relationships on students' school engagement and achievement. *Review of Educational Research*, 81(4), 493-529. doi: 10.3102/0034654311421793

Indicator 5.3b Student Survey Questions

- This teacher knows me and cares about me.
- Students enjoy being with this teacher.
- This teacher enjoys working with students.
- Students can talk to this teacher if they have a problem.
- This teacher is friendly.

Standard 6: Uses Effective Communication

SCORING RUBRIC	EXAMPLES OF EVIDENCE AND “LOOK-FORS”
Indicator 6.1 – The teacher uses effective verbal and nonverbal communication.	
0 – The teacher does not use correct, effective verbal and nonverbal communication with students.	<ul style="list-style-type: none"> Consistently uses incorrect grammar in classroom communication and materials Students are confused or not clear about directions Ineffective teacher communication interferes with student participation in activities Teacher does not communicate with students
1 – The teacher seldom uses correct, effective verbal and nonverbal communication in the classroom.	<ul style="list-style-type: none"> Frequently uses incorrect grammar in classroom communication and materials Gives vague written and verbal directions to students Talks too quickly
3 – The teacher uses correct, effective verbal and nonverbal communication less than half of the time.	<ul style="list-style-type: none"> Communication is occasionally grammatically incorrect or ineffective Gives some vague, some clear, and some precise nonverbal and verbal directions to students
5 – The teacher uses correct, effective verbal and nonverbal communication more than half of the time.	<ul style="list-style-type: none"> Communication is consistently grammatically correct Communication is mostly effective Checks for student understanding and adjusts communication as necessary Verbal and nonverbal communications are mostly precise
7 – The teacher almost always uses precise, correct, and effective verbal and nonverbal communication.	<ul style="list-style-type: none"> Is exceptionally articulate Communication is consistently clear Models highly effective nonverbal and verbal forms of communication Uses language with great precision
RL Environments – For this indicator, clear and precise communications are essential for success. <ul style="list-style-type: none"> The teacher provides directions for each assignment to both students and their families. The teacher is direct and literal in communication as body language and facial expressions are not always available to assist students with determining meaning, emotion, etc. The teacher determines and uses the form of communication that works best for each student and their family. 	

Indicator 6.1 Student Survey Questions

- This teacher gives clear, precise explanations.
- Students can almost always understand what this teacher is talking about.
- This teacher talks slowly enough for us to understand.
- This teacher gives clear instructions.

SCORING RUBRIC	EXAMPLES OF EVIDENCE AND “LOOK-FORS”
Indicator 6.2 – The teacher’s communications with students are sensitive to cultural, gender, intellectual, and physical differences.	
0 – The teacher does not communicate with sensitivity to student diversity.	<ul style="list-style-type: none"> Does not communicate sensitively with students who have cultural, gender, intellectual, and physical differences
1 – The teacher seldom communicates with sensitivity to student diversity.	<ul style="list-style-type: none"> Uses few strategies* to communicate sensitively with students who have cultural, gender, intellectual, and physical differences Frequently shows impatience when communications are difficult and fails to address difficulty with individual students Communication during interaction may reflect negatively on differences
3 – The teacher communicates with sensitivity to student diversity less than half of the time, or with fewer than half of the students.	<ul style="list-style-type: none"> Uses some strategies* to communicate sensitively with students who have cultural, gender, intellectual, and physical differences Rarely shows impatience when communications are difficult
5 – The teacher communicates with sensitivity to student diversity more than half of the time, or with more than half of the students.	<ul style="list-style-type: none"> Uses several strategies* to communicate sensitively with students who have cultural, gender, intellectual, and physical differences Uses language that includes and shows respect for all students
7 – The teacher consistently communicates with sensitivity to student diversity.	<ul style="list-style-type: none"> Very effectively uses many strategies* in communications with students that show sensitivity to cultural, gender, intellectual, and physical differences Helps students communicate respectfully for cultural, gender, intellectual, and physical differences
<i>* Strategies include addressing the needs of students whose first language is not Standard English, using gender-neutral language, accommodating various cultural backgrounds, accommodating physical disabilities (e.g., visual, hearing, mobility), or phrasing communication in different ways so that students with different intellectual abilities may understand.</i>	

SCORING RUBRIC	EXAMPLES OF EVIDENCE AND “LOOK-FORS”
Indicator 6.3 – The teacher supports effective student expression and communication in speaking, writing, and other media.	
0 – The teacher does not support and expand student expression in speaking, writing, or other media.	<ul style="list-style-type: none"> Does not provide opportunities for students to expand their abilities to communicate
1 – The teacher seldom supports and expands student expression in speaking, writing, or other media.	<ul style="list-style-type: none"> Provides limited opportunities for students’ effective expression Rarely scaffolds students to use age-appropriate effective communication
3 – The teacher supports and expands student expression in speaking, writing, or other media less than half of the time, or for fewer than half of the students.	<ul style="list-style-type: none"> Provides some opportunities for students’ effective expression Occasionally scaffolds students to use age-appropriate effective communication Provides some feedback on student expression
5 – The teacher supports and expands student expression in speaking, writing, or other media more than half of the time, or for more than half of the students.	<ul style="list-style-type: none"> Provides several opportunities for students’ effective expression Often scaffolds students to use age-appropriate effective communication Mostly provides feedback on student expression Often requires students to answer in full sentences
7 – The teacher almost always supports and expands student expression in speaking, writing, or other media.	<ul style="list-style-type: none"> Almost always provides opportunities for students’ effective expression Consistently scaffolds students to use age-appropriate effective communication Provides accurate, timely feedback on student expression Consistently requires students to answer in full sentences Requires students to evaluate the effectiveness of their own communication

Indicator 6.3 Student Survey Questions

- This teacher expects us to use proper, full sentences in class discussions.
- This teacher corrects us when we do not speak or write properly.
- This teacher helps us write better.
- This teacher helps us speak better.

SCORING RUBRIC		EXAMPLES OF EVIDENCE AND “LOOK-FORS”
Indicator 6.4 – The teacher uses technology and media tools to communicate with students and parents when available and appropriate.		
0 – The teacher does not use technology and media tools to communicate effectively.		<ul style="list-style-type: none"> Technology and media communication tools not used
1 – The teacher seldom uses technology and media tools to communicate effectively.		<ul style="list-style-type: none"> Seldom uses and models technology and media communication tools with students or parents Does not use technology and media tools to communicate between home and school
3 – The teacher uses technology and media tools to communicate effectively less than half the time.		<ul style="list-style-type: none"> Occasionally uses and models technology and media communication tools with students and/or parents Uses tools in a perfunctory way
5 – The teacher uses technology and media tools to communicate effectively more than half the time.		<ul style="list-style-type: none"> Often uses and models technology and media communication tools with students and/or parents Provides some learning activities that require students to use appropriate technology/media tools to effectively communicate with each other
7 – The teacher almost always uses technology and media tools to communicate effectively.		<ul style="list-style-type: none"> Almost always uses and models technology and media communication tools with students and parents Provides strong learning activities that require students to use innovative technology/media tools to effectively communicate with each other
<p>RL Environments – For this indicator, the school district sets expectations for when, how often, and what available technology and media tools should be used for communication with students and their families. These expectations should be shared with students, families, and teachers. Keep in mind that telephone calls may be the only available mode of communication for some students and their families. It is also important to note that continual, but unsuccessful, efforts by teachers to communicate with students and their families should be recognized.</p> <ul style="list-style-type: none"> The teacher uses available technology and media tools to communicate with students and their families. The teacher determines the best form of communication using available technology and media tools for each student and their family and then makes every effort to communicate with them. The teacher documents all communication with students and their families. <p><i>NOTE: This indicator is about use of technology for communication. Indicator 4.2 is about use of technology for instruction.</i></p>		

Standard 7: Uses Student Assessment Data to Analyze and Modify Instruction

Indicator 7.1 – The teacher uses effective, valid, and reliable assessments.

NOTE: This is NOT observable in a mini-observation.

Indicator 7.2 – The teacher uses assessment data to improve learning.

NOTE: This is NOT observable in a mini-observation.

Indicator 7.2 Student Survey Questions

- This teacher often tests us to see what we know or can do.
- This teacher tells us how we did on tests soon after we take them.
- After a test, this teacher re-teaches parts we need help with.
- This teacher tests us over the long run – more than once on the same content.

SCORING RUBRIC		EXAMPLES OF EVIDENCE AND “LOOK-FORS”	
Indicator 7.3 – The teacher promotes student-led assessment strategies.			
0 – The teacher does not use any form of student self-assessment.		<ul style="list-style-type: none">• Does not promote student-led assessment strategies	
1 – The teacher seldom involves students in self-assessment.		<ul style="list-style-type: none">• Uses and shares rubrics, scoring guides, or performance analysis to clearly articulate expectations to students, but does not involve students in the process	
3 – The teacher involves students in self-assessment during less than half of the assessment activities, or involves fewer than half of the students.		<ul style="list-style-type: none">• Minor involvement of students in establishing rubrics, scoring guides, and other forms of performance analysis• Helps students use assessment data to determine whether they are reaching their goals	
5 – The teacher involves students in self-assessment during more than half of the assessment activities, or involves more than half of the students.		<ul style="list-style-type: none">• Significant involvement of students in establishing rubrics, scoring guides, and other forms of performance analysis• Has some procedures for students to self-assess and monitor their own learning and progress• Students occasionally use data to monitor their own growth• Instructs and provides support and time for students to reflect on their own learning using data from various assessments• Evidence exists that the teacher has previously taught the students how to self-assess	
7 – The teacher consistently involves students in self-assessment.		<ul style="list-style-type: none">• Student-led assessment is fully integrated in the instruction• Consistently uses a variety of student self-assessment strategies• Students can accurately communicate their learning status based on assessment data	

Indicator 7.3 Student Survey Questions

- This teacher teaches us how to judge our own progress in this class.
- This teacher expects me to keep track of how well I am learning in this class.
- This teacher asks us to think about how we are doing in the class.

SCORING RUBRIC		EXAMPLES OF EVIDENCE AND “LOOK-FORS”	
Indicator 7.4 – The teacher monitors the effect of instruction on the whole class and individual learning.			
NOTE: Must take corrective action, if needed and appropriate, to score above a 2.			
0 – The teacher does not check the effect of instruction on the whole class or individual learning.	<ul style="list-style-type: none">• Does not assess whether students have achieved the lesson objective• Does not engage in on-the-spot assessment		
1 – The teacher seldom conducts formative, on-the-spot assessment of learning for the whole class or individual students and does not take needed corrective action.	<ul style="list-style-type: none">• Seldom monitors learning progress• May superficially use question and answer as assessment• Minimal follow-up or checking for understanding• Monitors learning somewhat, but does not take corrective action		
3 – The teacher occasionally conducts formative, on-the-spot assessment of learning for the whole class and individual students and takes corrective action as needed, less than half of the time, or for fewer than half of the students.	<ul style="list-style-type: none">• Occasionally quickly assesses understanding of some students before moving on to the next learning activity• Occasionally uses techniques to monitor learning progress (e.g., observing classroom interactions or student work, questioning, thumbs up, fist-to-five, white boarding, exit slips)• May monitor progress of the class as a whole• If needed and appropriate, some corrective action is taken		
5 – The teacher often conducts formative, on-the-spot assessment of learning for the whole class and individual students and takes corrective action as needed more than half of the time, or for more than half of the students.	<ul style="list-style-type: none">• Often monitors learning progress of most students• Monitors the whole class and many individuals• May use multiple checks for understanding• Often adjusts instruction using students’ responses to questions and discussions, correcting misconceptions, or monitoring other feedback• Takes corrective action as needed and appropriate for the class as a whole and most individual students		
7 – The teacher almost always conducts formative, on-the-spot assessment of learning and takes corrective action as needed for both the whole class and almost all individual students.	<ul style="list-style-type: none">• Systematically monitors learning progress• Continuously monitors progress in attaining instructional objectives for the whole class and for each student• On-the-spot assessment is seamless throughout instruction• Strong, appropriate corrective action is taken to ensure learning of almost all students		
<i>In ECE, the same look-fors are applicable, but the method of assessment may place greater reliance on informal teacher observation, portfolios, data tracking sheets, and anecdotal notes. In addition, evaluators may want to focus on percentage of time rather than percentage of students. Teachers often cannot assess all three-year-olds at once, although some activities may provide quick checks for understanding among all learners. Assessment should be developmentally appropriate, may involve scaffolding, and be tailored to individual learner’s zone of proximal development.</i>			
RL Environments <ul style="list-style-type: none">• The teacher consistently gathers data from each student to determine the current level of understanding and then adjusts instruction to help each student progress towards mastery.• The teacher communicates with every student to ensure understanding of the learning target, the current level of achievement, and what is left to learn or complete in order to reach mastery.• The teacher employs strategies to monitor individual mastery in asynchronous learning.• The teacher provides detailed feedback to each student to promote growth.			

Indicator 7.4 Clarification

Indicator 7.4 addresses the teacher's ability to **monitor the effect of instruction on individual students and the whole class**. It is about formative assessment of a particular kind. Formative assessment has multiple meanings, but in NEE we use the term to refer to quick checks for understanding as the lesson is progressing. The purpose is to inform modification of teaching and learning activities in real time. It is information used to guide instruction as part of the instructional process.

There are various ways that teachers can conduct quick checks for understanding.

- Questioning (most common form)
- Solving problems on a whiteboard
- Answering spot quizzes with fist-to-five, thumbs up, or clicker techniques

To score high on Indicator 7.4, the teacher must also take appropriate corrective action when modifications to instruction need to be made. Strong, corrective action can be in the form of modifying the lesson if a high number of students are not understanding, providing scaffolding as students work through cognitive errors or incorrect answers, or asking further questions to ascertain whether students are mastering the objectives of the lesson.

Indicator 7.4 Student Survey Questions

- This teacher explains the lesson in different ways if we don't get it at first.
- This teacher knows when we understand the lesson.
- This teacher checks often to make sure we understand the lesson as we go along.
- This teacher has a way to make sure everyone is learning.

Indicator 7.5 – The teacher communicates student progress and maintains records.

NOTE: This is NOT observable in a mini-observation.

RL Environments

- The teacher communicates with all students and their families to convey the student's current standing in mastering the learning target.
- The teacher uses progress reporting and feedback tools to effectively facilitate the learning experience.
- The teacher uses district-provided or district-approved online grading tools to post student grades in a timely and prompt manner.

Indicator 7.6 – The teacher participates in the collaborative data analysis process.

NOTE: This is NOT observable in a mini-observation.

Standard 8: Develops Professional Practices

Indicator 8.1 – The teacher engages in self-assessment and improvement.

NOTE: This is NOT observable in a mini-observation.

Indicator 8.2 – The teacher seeks and creates professional learning opportunities.

NOTE: This is NOT observable in a mini-observation.

Indicator 8.3 – The teacher observes, promotes, and supports professional rights, responsibilities, and ethical practices.

NOTE: This is NOT observable in a mini-observation.

Standard 9: Participates in Professional Collaborations

Indicator 9.1 – The teacher participates in collegial activities to build relationships and encourage growth within the educational community.

NOTE: This is NOT observable in a mini-observation.

Indicator 9.2 – The teacher collaborates within historical, cultural, political, and social contexts to meet the needs of students.

NOTE: This is NOT observable in a mini-observation.

Indicator 9.3 – The teacher cooperates in partnerships to support student learning.

NOTE: This is NOT observable in a mini-observation.

In affiliation with the  University of Missouri

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Teacher Performance Evaluation-Current Board of Education Policy 4610 CR

To ensure professional staff performance and to advance the District's instructional programs, the Board of Education shall require a comprehensive performance based evaluation procedure to be used for teacher evaluation.

The primary purpose of a performance based teacher evaluation system shall be to improve instruction by facilitating professional growth. Another purpose shall be to determine whether the teacher's performance meets the teaching responsibilities, as defined in Regulation 4610 CR, for continued employment. The teacher performance evaluation shall be used in a reduction in force situation only if deemed necessary by the Board.

July 2000

Reviewed November 2014

Reviewed May 2017

Teacher Performance Evaluation
Regulation 4610 CR

Overview of Process

A complete Summative Evaluation must be conducted for each tenured teacher every third year. During the interim year(s), the tenured teacher will have a Formative Evaluation consisting of classroom visits and other evaluative measures, but no Summative Evaluation will be completed.

For a probationary (non-tenured) teacher, a complete Summative Evaluation will be conducted each year through the fifth year of teaching in the District.

For a probationary (non-tenured) teacher with experience in another District, a complete Summative Evaluation will be conducted each year through the fourth year of teaching in the District.

Formal Evaluation Procedures

Observation

Tenured

For 2022-2023 and thereafter, a minimum of two, ten-minute observations (20 minutes total) will be used to evaluate each tenured teacher during the complete Summative Evaluation process. A minimum of one, ten-minute observations (10 minutes total) will be used to evaluate each tenured teacher during the years of the Formative Evaluation process.

Non-tenured

For 2022-2023 and thereafter, a minimum of four, ten-minute observations (40 minutes total) will be used to evaluate each first and second year non-tenured teacher or new teacher to the District during the complete Summative Evaluation process. For non-tenured teachers in years 3-5, a minimum of three, ten-minute observations (30 minutes total) will be used to evaluate non-tenured teachers during the complete Summative Evaluation process.

All observations will be unscheduled. For beginning teachers and teachers new to the District, a minimum of two ten-minute observations, totaling a minimum of twenty (20) minutes, must be conducted during the first quarter of the school year.

Once each observation has been completed, the administrator will post observation feedback to the observation tool within 24 hours. An automatic email will be sent to the teacher notifying the teacher that feedback has been posted. In the event of unforeseen cause for delay, the administrator will notify the teacher of the reason for the delay.

The post-observation conference is a valued component to the evaluation process. Effort will be made to schedule the conference after each observation within one to three (1-3) school days. Conferences will last at least five (5) minutes but no longer than ten (10) minutes unless agreed to by both parties. An additional conference can be scheduled at a mutually agreeable time to continue the conversation.

If a performance concern is noted, a longer conference subsequent to an observation may be required. In such cases, the teacher will be notified no later than the day prior to the conference.

For non-tenured teachers, and tenured teachers in their Summative year, a Summative Evaluation conference will be held. The Summative Evaluation conference should be scheduled within ten (10) working days after the completion of the observation cycle, unless there is mutual agreement to an extended time. No Summative Evaluation conference will be held for teachers who are not in their Summative year. For those teachers, Formative observation/evaluation information from the non-Summative year will be included in the Summative evaluation during the Summative year.

Timelines

Observations may begin any time after the start of the school year. For beginning teachers and teachers new to the District a minimum of two, ten-minute observations, totaling a minimum of twenty (20) minutes, must be conducted during the first quarter of the school year.

For non-tenured teachers, the observations, the post observation mini-conferences, the Summative Evaluation, and the Summative Evaluation conference must be completed by March 15. For tenured teachers in their Summative year, the observations, the post observation mini-conferences, the Summative Evaluation, and the Summative Evaluation conference must be completed by April 30. For tenured teachers in their Formative year, the observations and post observation mini-conferences must be completed by April 30.

Responsibilities of the Teacher

The following responsibilities of the teacher are the basis for the teacher performance evaluation. The responsibilities are equal in obligation. Therefore, a teacher is expected to perform all responsibilities consistently. The evaluation of responsibilities will be based on classroom observations as well as outside-the-classroom observations. Any information included in the evaluation other than personal observation shall be specific and documented.

Standard 1: The teacher uses content knowledge and perspectives aligned with appropriate instruction

- 1.1 The teacher displays and communicates content knowledge and academic language.
- 1.2 The teacher cognitively engages students in the subject.
- 1.3 The teacher uses disciplinary research and inquiry methodologies, and teaches the tools of inquiry used in the content area.
- 1.4 The teacher uses interdisciplinary instruction.
- 1.5 The teacher incorporates diverse social and cultural perspectives on content.

Standard 2: The teacher understands and encourages student learning, growth, and development

- 2.1 The teacher supports cognitive development of all students
- 2.2 The teacher sets and monitors student goals.
- 2.3 The teacher incorporates theories of learning.
- 2.4 The teacher promotes the emotional competence of students.
- 2.5 The teacher builds on students' prior experiences, learning strengths, and needs.
- 2.6 The teacher incorporates students' language, culture, family, and community.

Standard 3: The teacher implements the curriculum

- 3.1 The teacher implements curriculum standards.
- 3.2 The teacher develops lessons for diverse learners.
- 3.3 The teacher analyzes instructional goals and differentiated instructional strategies.

Standard 4: The teacher teaches for critical thinking

- 4.1 The teacher uses instructional strategies leading to student problem-solving and critical thinking.
- 4.2 The teacher uses instructional resources to enhance student learning.
- 4.3 The teacher employs cooperative learning.

Standard 5: The teacher creates a positive classroom learning environment

- 5.1 The teacher motivates and effectively engages students.
- 5.2 The teacher manages time, space, transitions, and activities well.
- 5.2b The teacher uses effective discipline that promotes self-control.
- 5.3 The teacher uses strategies that promote social competence in the classroom, school, and community and between students.
- 5.3b The teacher establishes secure teacher-child relationships.

Standard 6: The teacher uses effective communication

- 6.1 The teacher uses effective verbal and nonverbal communication.
- 6.2 The teacher's communications with students are sensitive to cultural, gender, intellectual, and physical differences.
- 6.3 The teacher supports student expression in speaking, writing, or other media.
- 6.4 The teacher uses technology and media tools, when available and appropriate, for communications with students and parents.

Standard 7: The teacher uses student assessment data to analyze and modify instruction

- 7.1 The teacher uses effective, valid and reliable assessments.
- 7.2 The teacher uses assessment data to improve learning.
- 7.3 The teacher promotes student-led assessment strategies.
- 7.4 The teacher monitors effect of instruction on individual and class learning.
- 7.5 The teacher communicates student progress and maintains records.
- 7.6 The teacher participates in the collaborative data analysis process.

Standard 8: The teacher develops professional practices

- 8.1 The teacher engages in self-assessment and improvement.
- 8.2 The teacher seeks and creates professional learning opportunities.
- 8.3 The teacher observes, promotes and supports professional rights, responsibilities, and ethical practices.

Standard 9: The teacher participates in professional collaborations

- 9.1 The teacher participates in collegial activities to build relationships and encourage growth within the educational community.
- 9.2 The teacher collaborates within historical, cultural, political and social contexts to meet the needs of students.
- 9.3 The teacher cooperates in partnerships to support student learning.

Evaluation Report

The Summative Report of Educator Effectiveness (Summative Report) will be generated from the evaluation system and will be completed each year for non-tenured teachers, and for tenured teachers in their Summative year. The report will indicate the level of the teacher's performance for each measured indicator. Administrators will add comments to the Summative Report and date the report in the system. The report will be printed and presented to the teacher at the Summative evaluation conference. The Summative Report shall be signed by the teacher and administrator. The teacher's signature only indicates their awareness of the Summative Report. The teacher and the Human Resources office will be provided a copy of the signed Summative Report.

A teacher may attach written comments to the Summative Report.

A teacher shall have, as a minimum, a quarter of a school year to correct deficiencies in responsibility.

The teacher may request an additional evaluation by the same or another administrator in the same building.

A teacher may request an evaluation by another District administrator if they have received a statutory warning letter.

The Summative Report shall not include attendance unless conditions of the excessive absence policy have been met, or the evaluating supervisor has identified a pattern of abuse and has notified the teacher.

May 2003

June 2006

March 2011

Revised November 2014

Revised May 2017

Revised July 2022

Due Process and Progressive Discipline

4835CR

Communication of Complaints

Any direct complaint made against a teacher by any parent/guardian, student, or other person will be promptly called to the attention of the teacher within five (5) working days. Policy 1480 – Public Complaints shall be followed when complaints are made by parent(s)/guardian(s) or the public.

Any complaint not called to the attention of the teacher within five (5) working days may not be used as the basis for any disciplinary action or as the basis for criticism on the teacher's Teacher Performance Evaluation unless governmental regulation or law precludes the District from informing the employee.

Any documented complaint and its resolution must be initialed and dated by the teacher before it is placed in the teacher's personnel file.

Criticism expressed by a teacher or an administrator will be done in a professional manner and, when possible, in confidence.

Due Process

1. Teacher will be informed of the nature and purpose of a conference.
2. At a conference called to inform a teacher of a written reprimand, suspension, statutory probation, or termination, a teacher may arrange for the presence of a comparable representative(s) of their choosing.
3. At a conference in which a parent/guardian has included a representative (e.g., legal, advocate, or otherwise), the teacher may arrange for the presence of a representative.
4. In the case of a Summative Evaluation indicating that the teacher has not met one or more responsibilities of their position, the teacher may request a meeting with the evaluating administrator and the teacher's representative(s) to review the evaluation.
6. The teacher will receive a copy of any written results of the conference.
7. In determining staff discipline, a teacher's assignment and instructional environment will be considered.
8. No teacher shall be reprimanded or have a change in job placement except for just cause. Any discipline will be delivered in a timely manner appropriate to the action being disciplined.

Communication

To help teachers and building administrators communicate better, the following paths should be followed:

1. The teacher, or teacher and representative, should speak directly with the building administrator with whom the teacher has a concern.
2. If a teacher has an unresolved concern regarding an assistant principal, the teacher should discuss the concern with the building principal.
3. Following steps 1 and 2 above, the teacher may call the District office and speak with any District administrator about the problem or concern.
4. The informal procedure in Regulation 4850 – Grievance Procedure, may be used.

The monthly FHEA building concerns meeting between the building principal and building representative(s) should address other problems or concerns.

July 2009

Revised November 2014

These are screen shots of a sample Formative Report-Without Comments

Classroom Observations

Susie Teacher

4 years of Experience

Positions: Teacher, Library Media Specialist, Speech Language Pathologist

Subject Areas: Fine Arts, Librarian, SLP

Buildings: NEE High School

Indicator 1.1 – The teacher demonstrates content knowledge through the use of academic and disciplinary language and facilitates students' accurate use of academic and disciplinary language.

Mean = 4.0

Score = 1 by Erica Kassel on 2/12/2016 3:34:08 PM

Score = 3 by Cathie Loesing on 10/5/2016 12:00:00 AM
Comments

Score = 5 by Percy Principal on 11/2/2016 12:00:00 AM

Score = 5 by Percy Principal on 11/2/2016 12:00:00 AM
Language practice occurs frequently

Score = 3 by Percy Principal on 11/2/2016 12:00:00 AM

Score = 4 by Percy Principal on 11/2/2016 12:00:00 AM

by Percy Principal on 11/2/2016 12:00:00 AM
Score = 6 by Percy Principal on 11/2/2016 12:00:00 AM

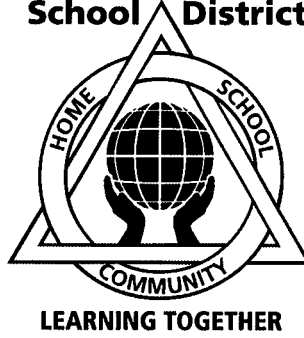
Score = 2 by Percy Principal on 11/2/2016 12:00:00 AM
Talking about credit history - collection agency, account

Score = 2 by Percy Principal on 11/2/2016 12:00:00 AM

Score = 6 by Percy Principal on 11/2/2016 12:00:00 AM
Academic language - alphabet, practicing new words

Score = 7 by George Griggs on 4/11/2017 12:00:00 AM
Test

**Francis Howell
School District**



TEACHER SUMMATIVE EVALUATION

Please print or type all information

SCHOOL YEAR: _____

TEACHER NAME: _____

TEACHER BUILDING: _____

TEACHER POSITION: _____

EVALUATOR: _____

Note: this cover sheet is to be filled out by the evaluator and is to be attached, as a cover page, to the summative evaluation.



Interpretation Guide for Teacher Summative Report

The **Teacher Summative Report** is organized by NEE teacher indicators. Data related to each indicator are reported as counts and/or means. Each data source is reported separately within each indicator. The four data sources are discussed below.

1. **Classroom Observation** - Classroom observation data are reported as the **number of observations** scored and the **mean** or average score across those observations, by indicator. Classroom observation scores range from 0 to 7. Any observations scored as "not observed" are not included in the count or mean calculations. Means aggregated across buildings and districts are reported as the **school mean** and **district mean**, respectively.
2. **Student Surveys** - The **number of student surveys** is the number of students who responded to any of the survey questions associated with a specific indicator for the target teacher. The **mean** is the average score of all survey questions across all students on that indicator. Scores range from 0 to 3.
3. **Teacher Professional Development Plan (TPDP)** - The **number of professional development plans** is the number of scored TPDP organizers (typically one). The **mean** is the average score of all elements associated with that indicator. Scores range from 0 to 4.
4. **Unit of Instruction (UOI)** - The **number of units of instruction** is the number of scored UOI organizers (typically one). The **mean** is the average score of all elements associated with that indicator. Scores range from 0 to 4.

On the Teacher Summative Report, comparison data are available for classroom observation and Student Survey scores. The **comparison group data** shows counts and means for other teachers in the Network for Educator Effectiveness. The comparison group is comprised of up to 100 teachers most similar to the target teacher based on district demographics (i.e., school size, free and reduced lunch percentages) and teaching experience (i.e., years of experience, subject, and grade taught).

Classroom observation comparison data include the number of teachers in the comparison group, the average number of times each comparison teacher was observed, and the mean score across all classroom observations for all comparison teachers, by indicator. Student survey comparison data include the number of teachers in the comparison group, the average number of students who responded for each comparison teacher, and the average score across all comparison teachers for all survey questions, by indicator.



Network for Educator Effectiveness
University of Missouri
Missouri Department of Education

**FRANCIS HOWELL SCHOOL DISTRICT
STUDENT DATA TO BE MONITORED**

Teacher Name _____ Grade/Subject _____

School Year _____ ☐ Formative ☐ Yr 1 ☒ Yr 2 Or ☐ Summative

Building _____ Evaluator _____

Instructions: All teachers should fill out this form and present it to their supervising administrator for approval no later than the end of 1st Quarter. The form should be completed and submitted to the supervising administrator prior to April 30 or prior to the Summative Evaluation Conference.

Priority Standards to Be Monitored/Rationale for Choice of Priority Standards

--

Student Population

Describe student population	#HISP	#AA	#IEP	#ELL	#FRL
	Or #Super Subgroup				

Improvement Goal and How and When Progress Will Be Measured

--

Teacher's Signature/Date _____

Administrator Signature/Date _____

Results of Measured Progress

--

State Tested Areas Only—Results from previous spring

BUILDING GRADE LEVEL DATA FOR TESTED AREAS

(for secondary, use one subject taught; for elementary, record data for ELA and MA-each on a separate grid)

Subject (Secondary) _____
 ELA for Elementary

Level	% of Students	Level	% of Students
Advanced		Basic	
Proficient		Below Basic	

MA for Elementary

Level	% of Students	Level	% of Students
Advanced		Basic	
Proficient		Below Basic	

 Teacher's Signature/Date

 Administrator's Signature/Date