

Monroe-Gregg School District- Teacher Evaluation Process

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Teacher Evaluation Process

1. All certified employees in the Monroe-Gregg School District will receive an annual performance evaluation.
2. The evaluation process includes: observations, setting and completing goals, and assessing classroom growth through pre/post tests.
3. Teachers are required to track one class's growth. Teacher-created-assessments require an Assessment Pre-Approval Form (Form A) for this class's pre- and post-test data. This form must be completed at the beginning of the year and approved by administration.
4. All teachers must submit a professional development plan, a growth development plan or remediation plan linked to their goals (Form B). Teachers should select two goals for the school year: one goal should be a student achievement goal and the second goal may be either an additional student achievement goal, or a goal selected from the components of Domain 1,2, 3 on the teacher evaluation rubric (TER).
5. The Teacher Observation and Evaluation Rubric is organized by domains:
 - Domain 1: Planning and Preparation
 - Domain 2: Classroom Environment
 - Domain 3: Instruction
 - Domain 4: Professional Responsibilities

Within these domains, the teacher evaluation rubric (TER) provides components that comprise each domain.
6. The Teacher Evaluation Rubric will be used to record findings during observations.
7. At the end of the year, teachers are required to complete their Classroom Learning Growth Form (Form D). This tracks the percentage of students that have met mastery or made growth. This is the same class that you turned in your Pre-Approval Form (Form A). This form is due to administration by the last teacher work day.
8. A teacher/certified staff member must work 120 days out of 180 to receive a final summative evaluation. In the event a teacher/certified personnel resigns/retires after working a minimum of 120 days in the school year, the evaluator will use all relevant data and observation to complete the teacher's summative evaluation

Classification of Teachers

Teachers are classified into three categories:

Established: Teachers who have been teaching in Monroe-Gregg school district prior to August 1, 2012.

Professional: Teachers who began teaching in Monroe-Gregg school district after August 1, 2012 and have received 2 years of effective/highly effective ratings.

Probationary: Teachers who have been teaching less than 2 years in the district, or have received less than effective ratings.

New Employees: New Employees to the district with 2 or more years prior teaching experience and documentation of being effective or highly effective for the prior 2 consecutive years will be classified as Probationary for one year. Promotion to the Professional classification will be dependent upon an effective or highly effective rating during their probationary year.

Number of Observations

1. Established and Professional teachers will receive a minimum of one thirty-minute announced observation.
2. Probationary teachers and teachers rated less than effective overall will be observed a minimum of one time a semester. Each observation will be a minimum of thirty minutes, one will be announced; the other will be unannounced. When a probationary teacher receives two effective or higher overall ratings, they will move to the professional category. Teachers will be given 4 weeks from their start date before being observed. A walkthrough will occur for teachers within 6 weeks of their start date.
3. Itinerate teachers will be formally evaluated by the administrator where they are assigned the majority of the day. If teachers spend equal time in each building, they will be notified of their evaluator at the beginning of the school year. That principal will consult with other administrators regarding the teacher's performance in the other building prior to completion of the evaluation.
4. All Teachers
 - a. Evaluators will collect evidence/data through the school year and prepare the Teacher Evaluation Rubric (TER) through the use of multiple, unlimited classroom announced and unannounced observations of various lengths of times, including walkthroughs, as well as other information deemed relevant by the evaluator.
 - b. Feedback from an observation will be given to the teacher within 7 school days of the observation.
 - c. Walkthroughs will be used by administration to collect additional evidence of effective and highly effective instruction.
 - d. Unannounced observations and walkthroughs for official documentation purposes will not be conducted in the first or last 7 school days of the academic semester.
5. Definitions
 - a. Observation: 30-minute announced or unannounced visit from your evaluator.

- b. Walkthrough: 5 to 10 minutes unannounced visit from your evaluator.

Ineffective Teaching

1. If during any unannounced observation or walkthrough, ineffective teaching methods are observed, the teacher will be notified within 7 school days so that improvement can be made.
2. Within 7 school days of notification of ineffective teaching strategies, the evaluator will complete a 30-minute unannounced observation.
3. Following the 30-minute unannounced observation, if ineffective methods persist, an improvement plan will be developed with the evaluator and teacher.
4. If a teacher receives negative feedback from multiple walkthroughs or observations, the teacher or evaluator may request a 30-minute unannounced observation to be conducted by another evaluator assigned by the superintendent.
5. Teachers who negatively affect student achievement and growth cannot receive a rating of highly effective or effective. (IC 20-28-11.5-4-c 6)

Improvement Plan

1. Improvement plans and goals are developed by the teacher and evaluator to improve ineffective teaching practice that were observed during walkthroughs and observations, prior to a summative evaluation.
2. After being placed on an improvement plan, walkthroughs and observation will be used to assess progress.
3. If stated goals are not met within 20 school days, a remediation plan will be put into place.

Remediation Plans

1. Throughout the school year, remediation plans are developed for teachers with failed improvement plans or ratings of ineffective or improvement necessary in TER Domain 2: Classroom Environment.
2. In May once final TER scores have been calculated, teachers with more than one needs improvement or one ineffective rating for any indicator in any particular domain must have a remediation plan with goals which relate to that specific domain.
3. Remediation plans will be in place a minimum of 30 school days and not more than 90 school days in length to correct the deficiencies noted in the evaluation. The remediation plan must require the use of the teacher's license renewal credits in professional development activities intended to help achieve an effective rating on the next evaluation (IC 20-28-11.5-6b).
4. Probationary teachers who receive an ineffective TER rating will be subject to dismissal.
5. Professional and established teachers who receive an ineffective summative rating or who receive two consecutive needs improvement summative ratings will follow the evaluation process for probationary teachers and must receive effective or highly

effective ratings for two years prior to being returned to their respective established or professional category.

6. A teacher who receives a rating of ineffective may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) school days after receiving notice that teacher received an ineffective rating. The teacher is entitled to a private conference with the superintendent or superintendent's designee.
7. Teachers on a remediation plan will follow a plan outline developed specifically for the teacher by the administrator. Improvement and remediation plans must be attached to the evaluation.
8. A teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective. (IC 20-28-11.5-4c 6)

Observation Process (Teacher Evaluation Rubric: TER)

1. The cycle of evaluation for all teachers shall be the first scheduled day of each school year.
2. Teachers will be observed and evaluated using the Teacher Evaluation Rubric (TER).
3. Each teacher will be evaluated the required amount of times as determined by their classification as Established, Professional, or Probationary.
4. Administrators may request the completion of Observation Form C, prior to or following an observation. Administrators will provide documented feedback on observations within 7 school days.
5. Prior to the last teacher workday, teachers will meet with administration to review results and give additional documentation to determine a final rating on the TER.
6. Remediation plans will be developed if applicable.

Determining A Summary Rating

Summary Ratings

The placement of teachers into one of four categories (Highly Effective, Effective, Improvement Necessary, and Ineffective) is determined by a summary rating composed of the following components:

- Teacher Evaluation Rubric
- Classroom Learning Growth

Measure	
Teacher Effectiveness Rubric (TER)	80%
Classroom Learning Growth (CLG)	20%

Teacher Effectiveness Rubric

The Teacher Effectiveness Rubric applies to all teachers with the same percentage to total score (80%). The individual teacher self-assesses the rubric and meets with the principal to determine the final calculation. The following chart is used to calculate the Teacher Effectiveness Rubric.

Summary of Rating for Rubric	Overall Rating (1-4)	Weight	Total
Domain 1: Planning and Preparation		10%	
Domain 2: Classroom Environment		30%	
Domain 3: Instruction		40%	
Domain 4: Professional Responsibilities		20%	
Final TER			

Classroom Learning Growth

Classroom Learning Growth applies to each teacher and is based on assessment in each course in which the students demonstrate mastery at the 80% or growth level. A teacher only needs to track one class for the entire semester/year. Utilize state enrollment requirements for ILEARN- 162 days. The following chart will be utilized to calculate this score.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
More students at or above mastery at the end of the quarter than at the beginning AND upward classroom trend.	No clear up or down classroom trend and more students at or above mastery at the end of the quarter or same number of students at or above mastery at end of the quarter OR overall downward classroom trend and same number of students at or above mastery at the end of the quarter.	No clear up or down classroom trend and fewer students at or above mastery at the end of the quarter OR overall downward classroom trend and same number of students at or above mastery at the end of the quarter.	Overall downward classroom trend AND fewer students at or above mastery at the end of the quarter.

Final Summary Scores and Rating

TER and CLG are locally created documents. Scores will be calculated by multiplying rating times weight for weighted rating, then the sum of weighted ratings for final summative score.

Measure	Rating (1-4)	Weighted Rating	Total
Teacher Effectiveness Rubric (TER)		80%	
Classroom Learning Growth (CLG)		20%	
	Final Summative Score		

HIGHLY EFFECTIVE	EFFECTIVE	IMPROVEMENT NECESSARY	INEFFECTIVE
4.0	3.5	2.5	1.75

(Note: Borderline points always round up)

Finalizing the Evaluation:

1. For the Summative evaluation conference, administrators should bring the following materials:
 - a. Completed teacher rubric (TER)
 - b. Summary of observation (walkthrough, announced and unannounced forms)
 - c. Observation forms previously submitted by the teacher (i.e. form C)
 - d. Summary of Rating Form (reference Section)
 - e. Goal Forms for school year (Professional Development Plan (Form B) , Improvement Plan, or Remediation Plan)
 - f. Suggestions for goals for upcoming school year
2. Teachers should bring the following materials completed:
 - a. Self assessment utilizing the teacher rubric for evaluation
 - b. Any evidence/artifacts requested by administrator
 - c. Classroom Learning Growth data (form D) *(Classroom Learning Growth Data submitted at the end of school year)
 - d. Goals Forms for school year (form B)
 - e. Suggestions for goals for upcoming school year
 - i. Lack of documentation for Classroom Learning Growth may result in a 0 rating in that section. Evaluators may request additional documentation to support data. Any appeals to Classroom Learning Growth data must be submitted within 10 school days of receipt of the evaluation. Appeal must include Form A (Pre-approval Form) and Evaluation Summary Sheet.

3. Administrator and teacher should discuss and finalize the teacher rubric for evaluation. In areas where there are differences, the administrator's determination shall prevail. The administrator should transfer the rubric ratings to the Summary Rating Form (reference Section) The teacher and administrator should discuss the goal(s) for the teacher and have clear understandings of expectations. Any recommendation for improvement must also include a timeframe in which improvement is expected. Finally, signatures should be completed on the form.
4. This summary rating form (reference section) is the only form that will be submitted to the superintendent on the applicable date.
5. A copy of the summary rating form must be provided to the employee seven school days from the date the summative evaluation conference is conducted. All other documents relating to the evaluation will be retained by the building level supervisor/principal.

Dates

1. The final summative evaluation form will be submitted to the Superintendent by June 30 of each year with TER completed by the last teacher work day.

Termination/Cancellation of Contract/ Reduction in Force

1. In the event of teacher/certified personnel termination, cancellation of contract and/or reduction in force, the evaluator and/or the Superintendent may implement the statutory process necessary. In these cases, all necessary and relevant data and observation may be used in the termination, cancellation of contract, and/or reduction in force.

Appeals:

1. A teacher who receives a rating of ineffective or improvement necessary may file a request for a private conference with the superintendent or the superintendent's designee not later than 5 school days after receiving notice that the teacher received an ineffective or improvement necessary rating. The teacher is entitled to a private conference with the superintendent or superintendent's designee.
2. If a teacher receives negative feedback from multiple walkthroughs or observations, the teacher or evaluator may request a 30-minute unannounced observation to be conducted by another evaluator assigned by the superintendent.
3. Any appeals to Classroom Learning Growth data must be submitted within 10 school days of receipt of the evaluation. Appeal must include Form A (Pre-approval Form) and Evaluation Summary Sheet.

Description of Evaluator Training:

1. Any certified administrator employed by Monroe-Gregg Schools who has been trained in evaluation skills and is responsible for supervising certified personnel.

The evaluation process and forms were designed and adapted based on the following sources: Indiana Department of Education RISE Evaluation and Development System, Charlotte Danielson's *Framework for Teachers*, Iowa's *A Model Framework*, KIPP Academy's *Teacher Evaluation Rubric*, Robert Marzano's *Classroom Instruction That Works*, Massachusetts' *Principles for Effective Teacher*, Kim Marshall's *Teacher Evaluation Rubrics*, National Board's *Professional Teacher Standards*, North Carolina's *Teacher Evaluation Process*, i Doug Reeves' *Unwrapping the Standards*, *Research for Bettering Teaching's Skillful Teacher*, *Teach for America's Teaching as Leadership Rubric*, Texas *txBess Framework*, Washington, DC's *IMPACT Performance Assessment*, and Wiggins and McTighe's *Understanding by Design*.

Evaluation Timeline

Fall Semester:

- Edit Quarterly/Semester Assessments
- Complete Form A (Pre-Approval for School-Based Assessment) if required
- Complete Form B (Goals) due by September 1
- Observation
- Complete Form C (Observation Form) if requested by evaluator
- Receive feedback from observation and meet with evaluator if necessary
- Give Quarterly/Semester Assessment
- Analyze and record results

Spring Semester:

- Work to Complete Goals
- Observation
- Complete Form C (Observation Form) if requested by evaluator
- Receive feedback from observation and meet with evaluator if necessary
- Give Quarterly/Semester Assessment
- Analyze and record results
- Complete Form D (CLG- Classroom Learning Growth) due by last teacher work day
- Meet with Administration to complete final evaluation forms.

Evaluation Form Breakdown

Form	Name	Explanation
TER	Teacher Evaluation Rubric	The rubric used to evaluate your teacher during observations. Final scores determined in the spring.
Form A	Pre-Approval for School-Based Assessment	Complete in the fall if you have edited your assessments, are a new teacher, or are teaching a new subject.
Form B	Teacher Goals	Complete form by September 1, work on completing goals throughout the year.
Form C	Observation Form	At evaluator's request, complete prior to announced observation or after an unannounced observation.
Form D	CLG (Classroom Learning Growth) Form	Complete in the spring using data from assessments, turn in by last teacher workday.
Form E	Teacher Remediation Plan	Form to be used if a teacher needs remediation.
Reference Section	Walkthrough	Form administrators may use when they informally walk through your classroom.
Reference Section	Summary Rating Form	Administrators will complete this form to determine a final rating.

Monroe-Gregg School District Teacher Evaluation Rubric (TER)

Domain 1: Planning and Preparation

1a. Demonstrating Knowledge of Content and Pedagogy

Highly Effective	Effective	Improvement Necessary	Ineffective
The teacher's plans and practice reflect extensive knowledge of the content and the structure of discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline.	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.

1b. Demonstrating Knowledge of Students

Highly Effective	Effective	Improvement Necessary	Ineffective
The teacher actively seeks knowledge of students' backgrounds, cultures, skills, proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.

1c. Setting Instructional Outcomes

Highly Effective	Effective	Improvement Necessary	Ineffective
Instructional outcomes are explicitly explained and can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take into account the needs of individual students.	Instructional outcomes are explicitly explained, reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.

1d. Demonstrating Knowledge of Resources

Highly Effective	Effective	Improvement Necessary	Ineffective
The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance their own knowledge, to use in teaching, and for students who need them.	The teacher is fully aware of and utilizes the resources available through the school or district to enhance their own knowledge, to use in teaching, or for students who need them.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher demonstrates little or no familiarity with resources to enhance one's knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.

1e. Designing Coherent Instruction

Highly Effective	Effective	Improvement Necessary	Ineffective
The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.

1f. Designing Student Assessment

Highly Effective	Effective	Improvement Necessary	Ineffective
The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is partially aligned with the instructional outcomes without clear criteria and is inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.

Domain 2: Classroom Environment

2a. Creating an Environment of Respect and Rapport: Supportive relationships and interactions between teacher and students and among students

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' ages, cultures, and levels of development. Students exhibit respect for the teacher and contribute to maintain high levels of civility among members of the class.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, developmental levels, and cultures of the students. Students exhibit respect for the teacher. Interactions among students are generally polite.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate respect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate respect for one another. Teacher attempts to respond to disrespectful behavior with uneven results.</p>
<p>Critical Attributes: In addition to the characteristics of "effective,"</p> <ul style="list-style-type: none"> * Teacher demonstrates knowledge and caring about individual students' lives beyond school. * The teacher's response to a student's incorrect response respects the student's dignity. * When necessary, students guide one another in their conduct toward classmates. 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> * Talk between teacher and students and among students is uniformly respectful. * Teacher makes connections with individual students. * Students exhibit respect for the teacher. * During the lesson, the teacher offers encouragement to students as they struggle with complex learning. 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> * The quality of interactions between teacher and students or among students is uneven, with occasional disrespect. * Teacher attempts to respond to disrespectful behavior, with uneven results. * Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not successful. 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> * Teacher uses disrespectful talk toward students. * Student body language indicates feelings of hurt or insecurity. * Teacher does not address disrespectful interactions among students. * Teacher displays no familiarity with or caring about individual students' interests or personalities. * Students use disrespectful talk toward one another with no response from the teacher.

2b. Establishing a Culture for Learning: The atmosphere in the classroom reflects high expectations and the importance of the work undertaken by both students and teacher

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>The classroom culture is characterized by a shared belief in the importance of learning. Instructional outcomes, activities, and assignments convey high expectations for all students. Classroom interactions may extend learning. Students assume responsibility for high quality work by initiating improvements, making revisions, adding detail, and/or helping peers. High expectations are internalized by students.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all. Students understand their role as learners and consistently expend effort to learn by engaging in the task at hand. Instructional outcomes, activities, and assignments convey high expectations for most students. Classroom interactions support learning.</p>	<p>The classroom culture is characterized by little commitment to the learning by the teacher or student. Student engagement in the task at hand is inconsistent. The teacher appears to be only “going through the motions,” and students indicate that they are interested in completion of a task rather than its quality.</p>	<p>The classroom culture is characterized by a lack of the teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Learning is not expected or valued.</p>
<p>Critical Attributes: In addition to the characteristics of “effective,”</p> <ul style="list-style-type: none"> * The teacher communicates a genuine passion for the subject. * Students indicate that they are not satisfied unless they have complete understanding. * Student questions and comments indicate a desire to understand the concepts rather than, for example, simply learning a procedure to get the correct answer. * Students recognize the efforts of their classmates. * Students take initiative in improving the quality of their work. 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> * The teacher communicates the importance of the work and expectations that all students can be successful in it. * Student work and conduct during a lesson indicate commitment to high quality. * The teacher demonstrates a high regard for student abilities. * The teacher emphasizes the role of hard work in student learning. * The teacher expects student effort and recognizes it. * The students put forth good effort to complete work of high quality. 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> * The teacher’s energy for the work is half hearted or unsuccessful at enlisting student energy. * The teacher conveys only modest expectations. * The teacher trivializes some of the learning goals and assignments. * Students comply with the teacher’s expectations for learning, but don’t indicate commitment on their own initiative for the work. * Most students indicate that they are looking for an “easy path.” 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> * The teacher conveys that the reasons for the work are external. * The teacher conveys to at least some students that the work is too challenging for them. * The teacher trivializes the learning goals and assignments. * Students exhibit little or no pride in their work.

2c. Managing Classroom Procedures: Routines and procedures to ensure the smooth operation of the classroom to maximize instructional time

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and engaged in consistently by students.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and/or the handling of materials and supplies is consistent. With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to disruption of the learning. With regular guidance and prompting, students follow established routines.</p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies. There is little evidence that students know or follow established routines.</p>
<p>Critical Attributes: In addition to the characteristics of “effective,” * Students take the initiative with their classmates to ensure that their time is used productively. * Students ensure that transitions are accomplished smoothly. * Students take initiative in distributing and collecting materials efficiently. * Paraprofessionals and volunteers take initiative in improving learning opportunities for students.</p>	<p>Critical Attributes: * The students work productively in small group work. * The teacher has established time-saving procedures for non-instructional activities. * Routines for distribution and collection of materials and supplies work efficiently. * Volunteers and paraprofessionals have clearly defined roles.</p>	<p>Critical Attributes: * Procedures for transitions, materials, and non-instructional duties seem to have been established, but their operation is rough. * Small groups are only partially engaged while not working directly with the teacher.</p>	<p>Critical Attributes: * Students not working with the teacher are disruptive to the class. * Non-instructional duties, such as taking attendance, consume much time. * There are no established procedures for distributing and collecting materials. * Procedures are confused or chaotic. * Volunteers and paraprofessionals appear confused as to what they are supposed to be doing.</p>

2d. Managing Student Behavior: Clear standards of conduct, understood by students, to ensure an orderly and productive learning environment

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>Student behavior is appropriate. Students take an active role in monitoring their own behavior. The teacher’s monitoring of student behavior is subtle and preventive. The teacher’s response to student misbehavior is sensitive to individual student needs.</p>	<p>Student behavior is generally appropriate. The teacher monitors student behavior against standards of conduct. Teacher response to student misbehavior is consistent, appropriate, and respectful to students.</p>	<p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.</p>	<p>There is little or no teacher monitoring of student behavior. Response to students’ misbehavior is repressive or disrespectful of student dignity. Students challenge the standards of conduct.</p>
<p>Critical Attributes: In addition to the characteristics of “effective,” * Students can explain the reasons for the different standards of conduct and how they reflect students’ own priorities. * The teacher monitors student behavior without speaking – just moving about.</p>	<p>Critical Attributes: * Students can describe the standards of conduct. * Upon a non-verbal signal from the teacher, students correct their behavior. * Teacher continually monitors student behavior.</p>	<p>Critical Attributes: * The teacher attempts to maintain order in the classroom but with uneven success. * Teacher attempts to keep track of student behavior but with no apparent system. *The teacher’s response to student misbehavior is inconsistent: sometimes very harsh, other times lenient.</p>	<p>Critical Attributes: * The classroom environment is chaotic, with no apparent standards of conduct. * The teacher does not monitor student behavior. * Some students violate classroom expectations, without apparent teacher awareness or consequences. *When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</p>

Domain 3: Instruction

3a. Communication with Students: Clear statement of learning outcomes, directions for class activities, and explanations of concepts.

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>The teacher links the instructional purpose of the lesson to student interests. The directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding. Students contribute to explaining concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabulary.</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning. Directions and procedures are explained clearly. Teacher's explanation of content is clear and accurate and connects with students' knowledge and experience. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.</p>	<p>Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors. Some portions are clear while other portions are difficult to follow. Teacher's spoken language is correct, however, vocabulary is limited or not appropriate to the students' ages or backgrounds.</p>	<p>The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>
<p>Critical Attributes: In addition to the characteristics of "effective," * The teacher points out possible areas of misunderstanding. * The teacher explains content clearly, using metaphors and analogies to bring content to life. * The teacher invites students to explain the content to the class or to classmates. * The teacher uses rich language, offering brief vocabulary lessons where appropriate. * The teacher addresses any student confusion of content presented or learning tasks.</p>	<p>Critical Attributes: * The teacher states clearly, at some point during the lesson, what the students are learning. * When asked by an observer, students can state what they are learning. * Students engage with the learning task, indicating that they understand what they are to do. * The teacher models the process to be followed. * The teacher checks for student understanding of the learning task. * The teacher makes no content errors. * The teacher's explanation of content is clear and invites student participation and thinking. * Vocabulary and usage are correct and completely suited to the lesson. * Vocabulary is appropriate to the students' ages and levels of development.</p>	<p>Critical Attributes: * The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. * The teacher clarifies the learning task so students are able to complete it. * The teacher makes no serious content errors, although s/he may make a minor error. * Vocabulary may be too advanced or juvenile for the students.</p>	<p>Critical Attributes: * At no time during the lesson does the teacher convey to the students what they will be learning. * The teacher makes a serious content error that will affect students' understanding of the lesson. * The teacher's communications include errors of vocabulary or usage. * Vocabulary is inappropriate to the age or culture of the students. * Teacher does not address student confusion on content on learning tasks or content being presented.</p>

3b. Using Questioning and Discussion Techniques: Use of questioning and discussion to deepen student understanding and invite students to formulate hypotheses, make connections, or challenge previously held views

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>The teacher's questions/prompts are of uniformly high quality and fully support the lesson outcomes with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions.</p>	<p>Most of the teacher's questions/prompts are of high quality and support the lesson objectives with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students cognitively, and advance high-level thinking and discourse. The teacher creates a genuine discussion among students, stepping aside when appropriate. The teacher successfully engages all students in the discussion, employing a range of strategies to ensure that all students are heard.</p>	<p>The teacher's questions/prompts are a combination of low and high quality, some related to the lesson objectives and of moderate cognitive challenge inviting a thoughtful response. The teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.</p>	<p>The teacher's questions/prompts are poorly aligned with lesson outcomes, with low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.</p>
<p>Critical Attributes: In addition to the characteristics of "effective,"</p> <ul style="list-style-type: none"> * Students guide or encourage higher-order questions. * Students extend the discussion, enriching it. * Students invite comments from their classmates during a discussion. 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> * Most questions are open-ended, inviting students to think. * Most questions have multiple possible answers. * Questions are related to the lesson objectives. * The teacher makes effective use of wait time. * Discussions enable students to talk to one another, without continual mediation by the teacher. * The teacher calls on all students, even those who don't initially volunteer. * All students actively engage in the discussion. 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> * Questions are a mix of higher-order and questions with a single correct answer. * Some questions are unrelated to the learning outcomes. * The teacher invites students to respond directly to one another's ideas, but few students respond. * The teacher calls on many students, but only a small number actually participate in the discussion. 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> * Questions are rapid-fire and convergent, with a single correct answer. * Questions do not invite student thinking. * Many questions are unrelated to the lesson outcomes. * All discussion is between teacher and students; students are not invited to speak directly to one another. * The teacher only calls on students who have their hands up.

3c. Engaging Students in Learning: Learning activities that enable students to be intellectually active in exploring important and challenging content and engage in high-level thinking

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>The various elements of the lesson are well aligned with the instructional outcomes and individual needs of the learners. The lesson is entirely suitable to the students' development and facilitates all students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by each student in important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding.</p>	<p>The various elements of the lesson are well aligned with the instructional outcomes, are suitable to the students' development, and facilitate students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by groups of students with important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to intellectually engage with their learning.</p>	<p>The various elements of the lesson are partially aligned with the instructional outcomes, with minimal consideration of the students' developmental stage. Instruction does not facilitate students constructing knowledge, allowing some students to be passive or complacent. Learning activities, materials, resources, technology, and instructional grouping only partially engage students with the content. The lesson has a recognized structure, however the pacing of the lesson may not provide students the time needed to intellectually engage with their learning.</p>	<p>The learning activities, materials, resources, instructional groups, and technology are poorly aligned with the instructional outcomes, are unsuitable to the students' developmental stage, or do not require students to think. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. Few students are intellectually engaged.</p>
<p>Critical Attributes: In addition to the characteristics of "effective,"</p> <ul style="list-style-type: none"> * Students have an opportunity for reflection and closure on the lesson. * Virtually all students are highly engaged in the lesson. * Individual student plans are followed and executed. 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> * Most learning tasks demand higher-order thinking * Learning tasks have multiple correct responses or approaches. * There is a productive mix of different types of groupings, suitable to the lesson objectives. * Materials and resources support the learning goals and students' cultures. * The lesson has a clear structure. * Most students are intellectually engaged in the lesson. 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> * Learning tasks are a mix of those requiring thinking and recall. * The instructional groups partially serve the instructional purpose. * The materials and resources are partially aligned to the lesson objectives, only some of them requiring student thinking. * There is a discernible structure to the lesson, but it's not completely successful. * Some students are intellectually engaged in the lesson. 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> * Learning tasks require only recall or have a single correct response or method. * The materials used ask students only to perform rote tasks. * Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. * Instructional materials used are unsuitable to the lesson and/or the students. * The materials used clash with students' cultures. * Few students are engaged in the lesson.

3d. Using Assessment in Instruction: Use of formative assessment for teachers to keep their fingers on the pulse of a lesson, monitor student understanding, and, where appropriate, engage students in self-assessment and monitoring of learning

Highly Effective	Effective	Improvement Necessary	Ineffective
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<p>Assessment is fully integrated into the instruction. Students self- assess and monitor their progress. A variety of feedback, from both teacher and peers is accurate, specific, and advances learning. Students are aware of the assessment criteria. Questions/Prompts/ Assessments are used regularly to diagnose evidence of learning, and instruction is adjusted and differentiated to address individual student misunderstandings.</p>	<p>Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students are aware of the assessment criteria. Questions/Prompts/ Assessments are used to diagnose evidence of learning, and adjustment to instruction is made to address student misunderstandings.</p>	<p>Assessment is occasionally used to support instruction through some monitoring of progress of learning by teacher and/or students. Feedback to students is inaccurate or unspecific, and students are only partially aware of the assessment criteria used to evaluate their work. Questions/Prompts/Assessments are not used to diagnose evidence of learning.</p>	<p>Assessment or monitoring of student learning is absent or minimal. Feedback is absent or of poor quality. There is no attempt to adjust the lesson as a result of assessment. Students are not aware of the assessment criteria and do not engage in self-assessment (3d.l.1)</p>
<p>Critical Attributes:</p> <p>In addition to the characteristics of “effective,”</p> <ul style="list-style-type: none"> * Teacher monitoring of student understanding is continuous: the teacher is constantly “taking the pulse” of the class. * The teacher makes frequent use of strategies to elicit information about individual student understanding. * Feedback to students is obtained from many sources, possibly including other students. * Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> * The teacher monitors student learning through a variety of means, including using specifically formulated questions to elicit evidence of student understanding, for at least groups of students. * Feedback includes specific and timely guidance on how students can improve their performance. * The teacher elicits evidence of individual student understanding once during the lesson. * Students are invited to assess their own work and make improvements. 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> * The teacher requests whole class indications of student understanding. * Feedback to students is not uniformly specific, not oriented toward future improvement of work. * The teacher makes only minor attempts to engage students in self- or peer assessment. 	<p>Critical Attributes:</p> <ul style="list-style-type: none"> * The teacher gives no indication of what high-quality work looks like. * Assessment is used only for grading. * The teacher makes no effort to determine whether students understand the lesson. * Feedback is only to the whole class. * The teacher does not ask students to evaluate their own or classmates’ work.

3e. Demonstrating Flexibility and Responsiveness: Awareness and use of teachable moments to make minor and major adjustments to a lesson, and to incorporate student interests and questions into classroom activities

Highly Effective	Effective	Improvement Necessary	Ineffective
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<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully makes a major adjustment to a lesson when needed. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p>	<p>The teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.</p>	<p>The teacher attempts to modify the lesson when needed and to respond to student questions and interests with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>The teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. The teacher ignores student questions. When students experience difficulty, the teacher blames the students or their home environment.</p>
<p>Critical Attributes: In addition to the characteristics of "effective," *The teacher successfully executes a major lesson readjustment when needed. *The teacher seizes on a teachable moment to enhance a lesson. *The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands, and that s/he has a broad range of approaches to use. *In reflecting on practice, the teacher can cite others in the school and beyond who s/he has contacted for assistance in reaching some students.</p>	<p>Critical Attributes: * The teacher successfully makes a minor modification to the lesson. * The teacher incorporates students' interests and questions into the heart of the lesson. *The teacher conveys to students that s/he has other approaches to try when the students experience difficulty. *In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</p>	<p>Critical Attributes: * The teacher's efforts to modify the lesson are only partially successful. * The teacher makes perfunctory attempts to incorporate student questions and interests into the lesson. * The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them. * In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.</p>	<p>Critical Attributes: * The teacher ignores indications of student boredom or lack of understanding. * The teacher brushes aside student questions. * The teacher makes no attempt to incorporate student interests into the lesson. * The teacher conveys to students that when they have difficulty learning, it is their fault. * In reflecting on practice, the teacher does not indicate that it is important to reach all students.</p>

Domain 4: Professional Responsibilities

4a. Reflecting on Teaching

Highly Effective	Effective	Improvement Necessary	Ineffective
The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.	The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.

4b. Maintaining Accurate Records

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>Teacher's system for maintaining records is consistently accurate and efficient.</p> <p>Confidentiality of student records and information is always maintained.</p> <p>Teacher consistently completes and submits required student reporting information accurately and on time.</p>	<p>Teacher maintains accurate records and student confidentiality.</p> <p>Teacher submits student information records and reports on time.</p>	<p>The teacher makes numerous errors related to student records.</p> <p>Teacher sometimes maintains student confidentiality.</p> <p>Teacher must be reminded to submit student reports and records on time.</p>	<p>The teacher has no system or a rudimentary system of accurate record keeping and does not maintain student confidentiality.</p> <p>Teacher is consistently late in submitting student reports and records.</p>

4c. Communicating with Families

Highly Effective	Effective	Improvement Necessary	Ineffective
The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program as appropriate.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program, but communications are not always appropriate to the cultures of those families.	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.

4d. Participating in a Professional Learning Community

Highly Effective	Effective	Improvement Necessary	Ineffective

The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.
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4e. Growing and Developing Professionally

Highly Effective	Effective	Improvement Necessary	Ineffective
The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.

4f. Showing Professionalism

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>Teacher reports to work on time.</p> <p>Teacher willingly performs assigned duties and takes on additional responsibilities.</p> <p>Teacher consistently demonstrates a professional demeanor in all settings and encourages others to do the same.</p> <p>Teacher models professional interaction with students, parents and the community.</p>	<p>Teacher reports to work on time.</p> <p>Teacher performs all duties as assigned.</p> <p>Teacher maintains a professional demeanor during and after school hours.</p> <p>Teacher practices professional interaction with students, parents and the community.</p>	<p>Teacher occasionally reports to work late.</p> <p>Teacher performs duties as assigned, but often must be reminded.</p> <p>Teacher maintains a professional demeanor most of the time.</p>	<p>Teacher has a high rate of absenteeism.</p> <p>Teacher seldom performs assigned duties through to completion.</p> <p>Teacher's behavior is not consistent with the professional demeanor of a teacher.</p>

4g. Adheres to Established Rules and Regulations

Highly Effective	Effective	Improvement Necessary	Ineffective
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<p>The teacher consistently adheres to the school's policies, rules and regulations and has a strong knowledge of state and federal laws governing the education system.</p>	<p>The teacher adheres to the school's policies, rules and regulations and has a general understanding of the state and federal laws governing the education system.</p>	<p>The teacher complies with school policy and procedures most of the time.</p>	<p>There is little evidence that the teacher is aware of school policies and procedures and has limited knowledge of state and federal laws governing the education system.</p>
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