

Portfolio of Instructor's Name

Three Year Review

Lakeview Public Schools

Date of Submittal

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PART I - ADMINISTRATIVE DATA

Name (Last, First):

Date of Counseling:

Date of Self-Review:

Name of Administrator:

Title of Administrator:

PART II - BACKGROUND INFORMATION

Purpose of Counseling:

The purpose of this counseling is to establish professional goals and course goals during the three year cycle. This is the initial start of the three year cycle.

PART III - SUMMARY OF OBSERVATION

Complete this section immediately prior to counseling.

Key Points of Discussion:

Goal One:

Goal Two:

Plan of Action: (Outlines actions that the individual will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the individual's behavior and include a specific time line for implementation and assessment):

List steps to achieve goals

Session Closing: (The administrator summarizes the key points of the session and checks if the teacher understands the plan of action. The individual counseled agrees/disagrees and provides remarks if appropriate): The teacher's signature indicates that he/she has received a copy of this evaluation and has had the opportunity to discuss it. The signature does not necessarily indicate agreement with individual ratings and/or comments.

Individual Counseled: I agree / disagree with the information above

Individual Counseled remarks:

Signature of Individual Counseled: _____ Date: _____

Administrator's Responsibilities: (Administrator's responsibilities in implementing the plan of action):

Signature of Administrator: _____ Date: _____

IGDP YEARS 2 AND 3

PART I - ADMINISTRATIVE DATA

Name (Last, First):

Date of Counseling:

Dates of Review:

Name of Counselor:

Title of Counselor:

PART II - BACKGROUND INFORMATION

Purpose of Counseling:

The purpose of this counseling is to review the goals established in year one of the cycle and to determine the goals for year two of the cycle.

PART III - SUMMARY OF OBSERVATION

Complete this section immediately prior to counseling.

Key Points of Discussion: Determine if the goals established in year one will continue as goals in year two, or if new goals are to be established.

Goal One:

Goal Two:

Plan of Action: (Outlines actions that the individual will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the individual's behavior and include a specific time line for implementation and assessment):

List steps to achieve goals

Session Closing: (The counselor summarizes the key points of the session and checks if the teacher understands the plan of action. The individual counseled agrees/disagrees and provides remarks if appropriate): The teacher's signature indicates that he/she has received a copy of this evaluation and has had the opportunity to discuss it. The signature does not necessarily indicate agreement with individual ratings and/or comments.

Individual Counseled: I agree / disagree with the information above

Individual Counseled remarks:

Signature of Individual Counseled: _____ Date: _____

Counselor's Responsibilities: (Counselor's responsibilities in implementing the plan of action):

Signature of Counselor: _____ Date: _____

IGDP YEAR 3 FINAL

PART I - ADMINISTRATIVE DATA

Name (Last, First):	Date of Counseling:
Name of Administrator:	Title of Administrator:

PART II - BACKGROUND INFORMATION

Purpose of Counseling:

The purpose of this counseling is to evaluate the completion of the professional goals and course goals during the three year cycle. Also included in the evaluation is how well student achievement and engagement has increased.

PART III - SUMMARY OF OBSERVATION

Key Points of Discussion:

At end of Semester One in Year Three, the teacher will submit their self-evaluation and supporting materials to the building principal for review prior to this discussion.

Review of established goals:

Goal:

Result:

Goal:

Result:

Goal:

Result:

Goal:

Result:

Summary of achievement of goals: (completed by teacher and administrator during evaluation)

Session Closing: (The administrator summarizes the key points of the session and checks if the teacher understands the summary. The individual counseled agrees/disagrees and provides remarks if appropriate): The teacher's signature indicates that he/she has received a copy of this evaluation and has had the opportunity to discuss it. The signature does not necessarily indicate agreement with individual ratings and/or comments.

Individual Counseled: I agree / disagree with the information above

Individual Counseled remarks:

Signature of Individual Counseled: _____ Date: _____

PART IV - ASSESSMENT OF THE 3-YEAR CYCLE

Assessment: (Did the plan of action achieve the desired results? This section is completed by both the administrator and the individual counseled and provides useful information for follow-up counseling):

Individual rating: _____

Administrator: _____ Individual Counseled: _____ Date of Assessment: _____

Note: Both the administrator and the individual counseled should retain a record of the counseling.

Element	35% Student Engagement		Level of Performance	
	Unsatisfactory	Basic	Proficient	Distinguished
Essential Outcomes and Learning Targets	Teacher shows/uses state or national standards.	Teacher shows/uses a mix of state/national standards and locally developed essential outcomes.	Teacher shows/uses a mix of locally developed essential outcomes, based on standards, and learning targets.	Teacher shows/uses annually reviewed locally developed learning targets under essential outcomes, based on standards.
Rubric	No rubric used.	Rubric basic or topical, no thorough development.	Rubric developed thoroughly but an element is missing or extraneous.	Rubric thoughtful and accurate to the Learning Target being addressed.
Formative Assessment (FA)	No FA used.	FA used but cumbersome or delivered awkwardly.	FA used smoothly in classroom setting; an element or two does not fit Learning Target.	FA precise in measuring a Learning Target; no extraneous materials.
Teacher Reflection	Teacher does not know what steps to take, profoundly misjudging results of FA.	Teacher has a generally accurate impression of lesson planning and the extent to which FA shapes instruction.	Teacher makes an accurate assessment of FA results and plans accordingly for a group of students.	Teacher makes a thoughtful assessment of a FA's results and develops a thorough lesson plan addressing all students' needs.
Implementation of Instruction	Teacher has no lesson plan based upon results of FA.	Teacher has a partial plan based upon results of FA, addressing needs of a group of students.	Teacher's lesson plans, based upon FA, addresses all students' learning needs.	Teacher's lesson plans address the needs outlined in FA for all students as well as enrichment above and beyond Learning Targets.
Student Reflection	Students do not know results of FA's and do not set goals.	Students have generally accurate impressions of FA outcomes and the extent to which FA shapes learning.	Students make accurate assessments of FA results and plan accordingly to achieve Learning Targets.	Students make thoughtful assessments of a FA's results and set goals above and beyond Learning Targets.
Student Growth	Little to no student academic growth able to be demonstrated; less than 25% of students.	Student academic growth limited in scale and scope; around 50% of students	Student academic growth at a high level; around 75-80% show growth.	Student growth exceeds; 95-100% of students demonstrate academic growth.

Name: _____ Date of Observation: _____

Lakeview School Pre-Observation Form

Please fill out the information below for a formal observation for the 2014-15 school year.

Time of observation: _____ Class being observed: _____

1. Tell us a little about your students: What is the makeup of the classroom? Types of learners?

2. What content standard/essential outcome is being addressed? What do you expect the students to learn?

Standard/essential outcome:

The student will be able to (Learning Target):

3. What 21st century skills will be incorporated in this classroom observation? (see rubric for learning targets: be specific to subskill level) What led to the selection of this 21st century skill?

What will this look like in the classroom?

How were the students informed of this standard and the 21st Century Skill?

4. What lessons led up to this point in the curriculum (formative assessment, results, rubrics used, etc. Attach documentation as necessary)? What prior knowledge was needed to reach this point?

5. What questions or misconceptions might students have about this topic? How will you address these questions/misconceptions?

Students believe:

6. What will the lesson look like? What activities will take place? What materials will be used?

8. What are the next steps? How will you know how successful the lesson was?

9. As an educator, what do you hope to glean from today's classroom session? What questions do you have? Any special requests of the observers?

Component 1a: Demonstrating Knowledge of Content and Pedagogy				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of Content	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge through higher order questions and responses to students, with evidence of continuing pursuit of such knowledge through outside means: conference, professional reading, etc.
Knowledge of Prerequisite Relationships	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's paper plans reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding. Ex. Remember when we were talking yesterday about...
Knowledge of Content-Related Pedagogy (Instructional Strategies/Best Practices)	Teacher displays little understanding of pedagogical issues involved in student learning of the content. Ex. All lecture, no student interaction.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline, anticipating student misconceptions.	Teacher displays continuing search for best practices, trying multiple methods (Differentiation), in anticipation of student misconceptions.

Component 1b: Demonstrating Knowledge of Students				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of Characteristics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group. General Statements	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns. Specific numbers of groups.	Teacher displays knowledge of typical development characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns. Detailed lists of individuals.
Knowledge of Students' Varied Approaches to Learning	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays <u>general</u> understanding of the different approaches to learning that students exhibit.	Teacher displays <u>solid</u> understanding of the different approaches to learning the different students exhibit.	Teacher <u>uses</u> , where appropriate, knowledge of students' varied approaches to learning in instructional planning.
Knowledge of Students' Skills and Knowledge	Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	Teacher displays knowledge of students' skills and knowledge for <u>groups</u> of students and recognizes the value of this knowledge.	Teacher displays knowledge of students' skills and knowledge for <u>each student</u> , including those with special needs. Identified by name.

Knowledge of Students' Interests and Cultural Heritage	Teacher displays little knowledge of students' interest or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class as a whole.	Teacher displays knowledge of the interests or cultural heritage of <u>groups</u> of students and recognizes the value of this knowledge.	Teacher displays knowledge of the <u>interests</u> or cultural heritage of <u>each student</u> . Identified by name.
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Component 1c: Selecting Instructional Goals

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Value	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning. Bloom's Remembering Level.	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning. They are based on curricular frameworks and <u>state standards</u> . Bloom's Understanding/Applying Levels.	Not only are the goals valuable, but teachers can also clearly articulate how goals establish high expectations and relate to <u>essential outcomes</u> . Bloom's Analyzing, Evaluating, Creating Levels.
Clarity	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the goals are clear but may include a few activities. Most permit viable methods of assessment.	All of the goals are clear, written in the form of student learning, and permit viable methods of assessment.
Suitability for Diverse Learners	Goals are not suitable for the class.	Most of the goals are suitable for most students in the class.	All the goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups. Differentiation.
Balance	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several type of learning but no effort at coordinating or integration multiple disciplines or strands.	Goals reflect several different types of learning and opportunities for integration of multiple disciplines or strands.	Goals reflect student initiative in establishing important learning; cross-discipline connections noticed by students.

Component 1d: Demonstrating Knowledge of Resources

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Resources for Teaching	Teacher is unaware of resources available through the school or district.	Teacher displays limited use of resources available through the school or district.	Teacher fully uses resources available through the school or district.	In addition to being aware of school and district resources, teacher actively uses other materials to enhance instruction, for example, from professional organizations or through the community.
Resources for Students	Teacher is unaware of resources available to assist student who need them.	Teacher displays limited use of resources available through the school or district.	Teacher uses resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher uses additional resources available through the community and supports student use of resources.

Component 1e: Designing Coherent Instruction				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Learning Activities	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning goals activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional practice.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
Instructional Materials and Resources	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	All materials and resources support the instructional goals, and engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of <u>student participation, choice</u> , in selecting or adapting materials.
Instructional Groups	Instructional groups do not support the instructional goals and offer no variety. No differentiation.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety. Limited Differentiation.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice, with facilitation, in selecting different patterns of instructional groups.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different pathways of learning according to student needs. There are multiple ways to learn the same objective: depth versus breadth.
Component 1f: Assessing Student Learning (Through Common Formative Assessments)				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Congruence with Instructional Goals	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals were assessed through the proposed approach, but many are not.	All the instructional goals were nominally assessed through the proposed plan, but the approach was more suitable to some goals than to others. There was a good instructional plan, but it was not fully carried out.	The proposed approach to assessment was completely congruent with the instructional goals, both in content and process. The assessment results fit the plan and following instruction.
Criteria and Standards	The proposed approach contained no clear criteria or standards.	Assessment criteria and standards had been developed, but they were either not clear or have not been clearly communicated to students. There was a goal present.	Assessment criteria and standards were clear and had been clearly communicated to students verbally or written.	Assessment criteria and standards were clear and had been clearly communicated to students. There is evidence that <u>students contributed</u> to the development of the criteria and standards.
Use for Planning	The assessment results affected planning for these students only minimally.	Teacher used assessment results to plan for the class as a whole, large group.	Teacher used assessment results to plan for individuals and groups of students, written in lesson plan and demonstrated.	<u>Students</u> are aware of how they are meeting the established standards and participate in planning the next steps.

Component 2a: Creating an Environment of Respect and Rapport				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Teacher Interactions with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to age or culture of the student. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
Student Interactions	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

Component 2b: Establishing a Culture for Learning				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Importance of Content	Teacher or students convey a negative attitude towards the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy in the quality of the work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.
Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

Component 2c: Managing Classroom Procedures

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all time.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
Management of Materials and Supplies	Materials are handled, inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
Performance of Non-Instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of Volunteers and Paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make substantive contribution to the classroom environment.

Component 2d: Managing Student Behavior

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of Student Behavior	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and peers' behavior, correcting one another respectfully.

Response to Student Misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.
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Component 2e: Organizing Physical Space				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Safety and Arrangement of Furniture	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own purposes in learning.
Accessibility to Learning and Use of Physical Resources	Teacher uses physical resources poorly or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.

Component 3a: Communicating Clearly and Accurately				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Directions and Procedures	Teacher directions and procedures are confusing to students; no lesson objective is available	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed. Lesson objective poorly stated.	Teacher directions and procedures are clear to students and contain an appropriate level of detail. The lesson objective is available but is not clearly pointed out.	Teacher direction and procedures are clear to students and anticipate possible student misunderstanding. The lesson objective is clearly state and pointed out.
Oral and Written Language	Teacher's spoken language is inaudible or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to student's ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson. Vocabulary definitions and usage are clearly explained.
Communication barriers	Teacher ignores student, speech is disconnected, or has another distracting physical tic such as repeatedly clicking a pen or jingling change in pocket	Verbal pauses (um, er, uh) are numerous and distracting; teacher talks to whiteboard or over students to back wall of the classroom	A few verbal pauses or other communication barriers present, but these are not distracting to the classroom lesson.	No verbal pauses heard; no other communication barriers present.

Component 3b: Using Questioning and Discussion Techniques				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Quality of Questions	Teacher's questions are virtually all of poor quality such as yes no question. Little to no response time allowed.	Teacher's questions are a combination of low and high quality. Only some invite a response. Response time allowed inconsistent. Questions reach the Knowledge level on Bloom's Taxonomy.	Most of teacher's questions are of high quality. Adequate time available for students to respond. Questions reach the Comprehension level on Bloom's Taxonomy.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Questions reach levels above the Comprehension level on Bloom's Taxonomy.

Discussion Techniques	Interaction between teacher and students is predominately recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion with uneven results. For example, many "I don't know" responses are not probed further.	Classroom interaction represents true discussion with teacher still involved. Probing leads to greater understanding/conversation.	Teacher allows and facilitates considerable student driven discussion such as topic talk. Teacher steps aside while students formulate discussion and questions.
Student Participation (system used to engage students)	Only a few students are involved in classroom discussion and/or activities: <40% of the class.	Teacher attempts to engage all students in the classroom, but with only limited success: 40-60%	Teacher successfully engages some students in classroom: 60-80%	Teacher engages most students in the classroom: 80% plus
Component 3c: Engaging Students in Learning				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of Content	Representation of content is inappropriate and unclear or uses poor examples and analogies. There is no link to students' prior knowledge	Representation of content is inconsistent in quality; some is done skillfully with good examples. Other portions are unclear or difficult to follow.	Representation of content is appropriate and links well with students' knowledge and experience. A check on understanding takes place during the lesson.	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content. Multiple checks for understanding take place during the lesson.
Activities and Assignments	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally: busy work such as word finds, etc.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their explorations of content. Students choose or adapt activities and projects to enhance understanding.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of the lesson.	Instructional groups are productive and fully appropriate to the students <u>or</u> to the instructional goals of the lesson: the groups work together without goal achievement or the goal is achieved through the work of one group member.	Instructional groups are productive and fully appropriate to the instructional goals of the lesson: the group works together and achieves goals.
Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional goals and engage the students mentally.	Instructional materials and resources are suitable to the instructional goals and engage the students mentally. The teacher allows/provides the choice/adoption of a variety of materials to enhance student's learning.

Structure and Pacing (Madeline Hunter model or another type of agenda or daily lesson plan)	The lesson has no clearly defined structure or the pacing of the lesson is too slow or rushed.	The lesson has a recognizable structure although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent to the students' ability.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent but not adjusted to the students' ability.	The lesson's structure is highly coherent, allowing for closure. Pacing of the lesson is appropriate and adjusted as needed.
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Component 3d: Providing Feedback to Students				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Quality, Accurate, Substantive Constructive, and Specific	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent quality. Some elements of high quality are present; others are not.	Feedback is consistently high quality. Student use is not observed.	Feedback is consistently high quality. Student use of feedback is clearly observable.
Timeliness	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

Component 3e: Demonstrating Flexibility and Responsiveness				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Lesson Adjustment	Teacher adheres rigidly to an instructional plan even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson with mixed results.	Teacher makes a minor adjustment to a lesson and the adjustment occurs smoothly-or- teacher successfully makes a major adjustment to a lesson.	Teacher's lesson plans are well laid out including possible adjustments, but no adjustments are needed.
Response to Students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate about half of the students' questions or interests. The effects on the coherence of a lesson are uneven.	Teacher successfully accommodates three-fourths of students' questions or interests-or- teacher seizes a major opportunity to enhance learning, building on a spontaneous event.	Teacher successfully accommodates all students' questions or interests.
Differentiation	The teacher gives up or blames the student or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies and asking multiple questions to clarify understanding.	Teacher persists in seeking effective approaches for student, using an extensive repertoire of strategies-or- there seem to be no difficulties in students learning the lesson.

Component 4a: Reflecting on Teaching				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Accuracy	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general reference to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
Use in Future Teaching	Teacher has no suggestions for how a lesson may improve another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what he may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

Component 4b: Maintaining Accurate Records				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Student Completion of Assignments	Teacher's system for maintaining information on student completion of assignments in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
Student Progress in Learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher's system for maintaining information on student progress in learning is effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.
Non Instructional Records	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.
Component 4c: Communicating with Families				

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

Component 4d: Contributing to the School and District				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Relationship with Colleagues	Teacher's relationship with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
Service to the School	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making substantial contributions.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
Participation in School and District Projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

Component 4e: Growing and Developing Professionally				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Enhancement of Content Knowledge and Pedagogical Skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in the classroom.
Service to the Profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.

Component 4f: Showing Professionalism				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Service to Students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is moderately active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision Making	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.

21st CENTURY SKILLS: LIFE AND CAREER

	Level of Performance			
<i>Flexibility and Adaptability</i>	Unsatisfactory	Basic	Proficient	Distinguished
Adapt to change	Has great difficulty adapting to new or changing situations and prioritize order of tasks to be completed.	Occasionally has some difficulty adapt to new or changing situations and prioritize order of tasks to be completed.	Usually is able to adapt to new or changing situations and prioritize order of tasks to be completed.	Always able to adapt to new or changing situations and prioritize order of tasks to be completed.
Be flexible	Has great difficulty adapting to changing situation, setbacks, and criticisms and does not incorporate feedback to create workable solutions.	Occasionally accepts praise, setbacks, and criticisms positively and is able to incorporate some of the feedback to create workable solutions.	Always accepts praise, setbacks, and criticisms positively and is able to incorporate feedback to create workable solutions.	Usually accepts praise, setbacks, and criticisms positively and is able to incorporate most of the feedback to create workable solutions.
	Level of Performance			
<i>Initiative and Self-Direction</i>	Unsatisfactory	Basic	Proficient	Distinguished
Manage goals and time	Teacher does not give a timeline and students are off task.	Teacher gives a vague timeline and students attempt to utilize some of their time.	Teacher gives a timeline for student to complete a goal/task. Students utilize the majority of that time.	Teacher and student collaborate to create a clear timeline for students to successfully complete a goal/task.
Work independently	Students only stay on task with excessive teacher intervention	Students are only motivated to stay on task with teacher intervention	Students are self-motivated to stay on task with limited teacher interaction	Students are self-motivated to stay on task without teacher interaction.
Be self-directed learners	Teacher does not provide an opportunity to improve or enhance their abilities.	Teacher provides choices for the student, but students do not take initiative to improve or enhance their abilities	Teacher provides choices for the students and students take initiative to improve or enhance their abilities	Teacher and students collaborate to create opportunities to improve or enhance a student's ability.
	Level of Performance			
<i>Social and Cross-Cultural</i>	Unsatisfactory	Basic	Proficient	Distinguished
Interact effectively with others	While engaged in conversations/discussions, seldom demonstrates an understanding of when it is appropriate to speak and when it is appropriate to listen.	While engaged in conversations/discussions, does not consistently demonstrate an understanding of when it is appropriate to speak and when it is appropriate to listen.	While engaged in conversations/discussions, demonstrates an understanding of when it is appropriate to speak and when it is appropriate to listen.	While engaged in conversations/discussions in a variety of settings, demonstrates an understanding of when it is appropriate to speak and when it is appropriate to listen.
Work effectively in diverse teams (see a., b., and/or c. below)				
a. Respect cultural differences and work effectively with people from a range of socioeconomic and cultural backgrounds	Exhibits no respect, poor interaction, and an inability to work positively with individuals from other socioeconomic or cultural groups.	With guidance, can generally respect, interact, and work positively with individuals from other socioeconomic and cultural groups.	Respects, interacts, and works positively with individuals from other socioeconomic and cultural groups.	Always respects, interacts, and works positively with individuals from other socioeconomically and cultural groups and seeks opportunities to learn from diverse perspectives.
b. Respond open-mindedly to different ideas and values	Ignores and/or rejects different ideas and diverse opinions while developing a common understanding.	With guidance, accepts different ideas and diverse opinions while developing a common understanding.	Accepts different ideas and seeks diverse opinions while developing a common understanding.	Appreciates different ideas and seeks diverse opinions while developing a common understanding.
c. Leverage socioeconomic and cultural differences to create new ideas and increase both innovation and quality of work	Demonstrates no appreciation of socioeconomic and cultural understanding and respect for the uniqueness of others.	With guidance, demonstrates an appreciation of socioeconomic and cultural understanding and respect for the uniqueness of others.	Demonstrates an appreciation of socioeconomic and cultural understanding and respect for the uniqueness of others.	Demonstrates an appreciation of socioeconomic and cultural understanding and respect for the uniqueness of others and encourages other to do the same.

	Level of Performance			
<i>Productivity and Accountability</i>	Unsatisfactory	Basic	Proficient	Distinguished
Manage projects	Exhibits poor management skills and is unable to prioritize, plan, and meet goals to achieve intended results	Exhibits fair management skills and finds it difficult to prioritize, plan, and meet goals to achieve intended results	Exhibits good management skills that are utilized to prioritize, plan, and meet goals to achieve intended results	Exhibits excellent management skills that are utilized to prioritize, plan, and meet goals to achieve intended results.
Produce results	Often is publicly critical of the assignment or the work of other members of the group. Often has a negative attitude about the task(s).	Occasionally is publicly critical of the assignment or the work of other members of the group. Usually has a positive attitude about the task(s).	Rarely is publicly critical of the assignment or the work of others. Often has a positive attitude about the task(s).	Never is publicly critical of the assignment or the work of others. Always has a positive attitude about the task(s).
	Level of Performance			
<i>Leadership and Responsibility</i>	Unsatisfactory	Basic	Proficient	Distinguished
Guide and lead others				
Be responsible to others				

LEARNING AND INNOVATION

	Level of Performance			
<i>Critical Thinking and Problem Solving</i>	Unsatisfactory	Basic	Proficient	Distinguished
Reason effectively	Attempts to use reasoning as appropriate to the situation	Uses reasoning as appropriate to the situation	Uses various types of reasoning as appropriate to the situation	Uses various types of reasoning as appropriate to the situation in a variety of conditions
Use systems thinking	Teacher fails to provide the opportunity to make the connection between the parts and the whole	Teachers leads students to identify parts of a system but does not explain how they work together	Teacher provides opportunities to recognize the parts of a system and how they work together	Teacher provides opportunities to manipulate the parts of a system to enhance or change the outcome
Make judgments and decisions	Teacher disseminates information with limited real world connections; places little emphasis on helping students make decisions to solve the problem	Teacher attempts to guide students in their decisions to solve problems, but students having little success. <i>Example: Students struggling, but no lesson adjustments observed.</i>	Teacher guides and encourages students as they make decisions or judgments to solve problems. <i>Example: Adjustments were made, as needed, to guide students.</i>	Teacher provides opportunities for students to explain their reasoning and apply to other situations. <i>Example: Allowing the students to explain "why" they chose to solve the problem a specific way.</i>
Solve problems	Teacher does not provide problem solving opportunities	Teacher provides problem solving opportunities, but does not utilize multiple techniques	Teacher utilizes multiple techniques to engage in problem solving	Effectively develops and utilizes multiple techniques to engage in problem solving and asks students to articulate reasons
	Level of Performance			
<i>Communication and Collaboration</i>	Unsatisfactory	Basic	Proficient	Distinguished
Communicate clearly (see a. through e. below)				
a. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts	Either creates a multimedia presentation but does not present, or fails to complete the multimedia presentation, thus does not communicate using both verbal and nonverbal communication	Creates a multimedia presentation but does not effectively address/communicate using both verbal and nonverbal communication	Communicated thoughts and ideas by crafting and presenting a multimedia presentation using both verbal and nonverbal communication.	Worked creatively to craft and present a comprehensive multimedia presentation that uses both verbal and nonverbal communication.

b. Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions	Listens to the message but does not demonstrate understanding of the message by not reflecting on the meaning	Attempts to listen to the message and reflect on the meaning of the message, but misses key information, values, attitudes or intentions and misses the importance of the message	Effectively reflected on the meaning, values, attitudes and intentions of the message	Thoughtfully reflected on and identified constructive ways to apply the knowledge, values, attitudes and intentions of the message
c. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)	Communicates only to inform and does not demonstrate communicating for other purposes	Communicates only to inform or instruct	Uses communication to inform, instruct, motivate and persuade	Effectively uses communication to inform, instruct, motivate and persuade on multiple occasions using both verbal and nonverbal communication
d. Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact	Attempted but did not complete crafting a product using multiple media and technologies and did not effectively reflect on the effectiveness and impact of the product	Crafted a product using multiple media and technologies but did not effectively reflect on the effectiveness and impact of the product	Crafted a product using multiple media and technologies and reflected on the effectiveness and impact of the product	Worked creatively to craft a comprehensive product using multiple media and technologies and thoughtfully reflected on the effectiveness and impact of the product
e. Communicate effectively in diverse environments (including multi-lingual)	Fails to communicate with others in a diverse environment	Communicates with others in a diverse environment, but fails to communicate effectively with others	Communicates effectively with others in diverse environments	Communicates effectively with others in diverse environments using both verbal and nonverbal communication
Collaborate with others (see a., b., and/or c. below)				
a. Demonstrate ability to work effectively and respectfully with diverse teams	Statements, responses and/or body language were consistently not respectful. Rarely listens to, shares with, and supports the efforts of others	Most statements, responses and body language are respectful; occasionally had a negative tone. Does not always listen to, share with, and support the efforts of others.	Listens to, shares and supports others. Statements and responses are respectful and appropriate body language was exhibited.	Consistently listens to others. All statements, responses and body language, are respectful and appropriate. Always listens to, shares with, and supports the efforts of others.
b. Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal	Typically does not compromise with group to accomplish a common goal, and often interferes with group from meeting its full potential.	Attempts to compromise with group to accomplish a common goal, but sometimes interferes group from meeting its full potential.	Is willing to compromise with group to accomplish a common goal.	Always listens to ideas and demonstrates compromise allowing the group to meet its full potential.
c. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member	Either does most or very little of the group's work and does not share or respect others' ideas.	Attempts to share responsibility of groups' work, but ends up completing most of the work, without utilizing input of others in group.	Participates and contributes to group's work equally. Values all members' ideas and contributions.	Motivates all members to share in contributions equally by valuing all members' ideas and contributions.
Level of Performance				
<i>Creativity and Innovation</i>	Unsatisfactory	Basic	Proficient	Distinguished
Think creatively (see a., b., and/or c. below)				
a. Use a wide range of idea creation techniques (brainstorming etc...)	Did not actively participate in idea creation	Did not offer ideas during the idea creation, but listened actively to other group members	Engages in idea creation techniques and participates by offering ideas	Engages in multiple idea creation techniques and fully participates by offering insightful questions and listening well to others in the group.
b. Creates new and worthwhile ideas using both incremental and radical concepts	Does not attempt to develop new and valuable ideas	Develops new and valuable ideas using existing knowledge and resources	Develops new and valuable ideas using both existing and new knowledge, as well as existing and new resources	Consistently develops new and valuable ideas using both existing and new knowledge, as well as existing and new resources
c. Elaborates, refines, analyzes and evaluates their own ideas in order to improve and maximize creative efforts	Attempts to reflect on own ideas	Reflects on own ideas and attempts to incorporate changes in creative efforts to improve the value of their work	Reflects on own ideas and incorporates changes in creative efforts to improve the value of their work	Extensive reflection of own ideas and incorporates changes in creative efforts demonstrating an understanding of the value of analysis and implementation of change
Work creatively with others (see a. through d. below)				

a. Develop, implement and communicate new ideas to others effectively	Develops new ideas, but does not effectively implement or communicate ideas with others	Develops, implements and attempts to communicate new ideas to others	Develops, implements and communicates new ideas to others effectively	Develops, implements and communicates new ideas to others effectively in a variety of conditions
b. Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work	Does not listen to other views	Listens to diverse views but does not effectively incorporate in work	The ability to listen to diverse views and incorporate in work	Consistently and thoroughly listen to diverse views and incorporate in work
c. Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas	Does not demonstrate creativity	Demonstrates creativity but does not have a realistic understanding of the limits of the situation	Demonstrates creativity and is realistic about the limits of the situation	Consistently demonstrates creativity and is realistic about the limits of the situation in a variety of situations
d. View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes	Does not understand how failed attempts are part of the process that leads to success	Understands the importance of attempting/experimenting is an important part of the path to success, but does not understand this includes failed attempts as well	Understands the importance of attempting/experimenting is an important part of the path to success, including failed attempts	Embraces the idea that attempting/experimenting is an important part of the path of success and approaches opportunities with an understanding that many failed attempts are likely
Implement innovations	Attempts to develop creative ideas	Develops creative ideas, but does not make a contribution	Applies creative ideas to make a real and useful contribution to their work	Continuously applies creative ideas to make a real and useful contribution to their work.

DIGITAL LITERACY

	Level of Performance			
<i>Information Literacy</i>	Unsatisfactory	Basic	Proficient	Distinguished
Access and evaluate information	Does not access or evaluate information	Attempts to access information and evaluates the reliability of the source and the information researched	Can access information and evaluates the reliability of the source and the information researched	Easily accesses information and thoroughly evaluates the reliability of the source and the information researched
Use and manage information	Cannot access information or solve problems	Can access sources but does not use the information to solve the problem at hand	Can access sources and uses the information to solve the problem at hand	Ethically accesses credible sources and uses the information to solve the problem at hand.
	Level of Performance			
<i>Media Literacy</i>	Unsatisfactory	Basic	Proficient	Distinguished
Analyze media/Create media products	Creates and analyzes media without purpose or audience in mind	Attempts to create and analyze media with purpose and audience in mind	Creates and analyzes media with purpose and audience in mind using digital tools	Effectively creates and analyzes media with purpose and audience in mind using innovative digital tools.
	Level of Performance			
<i>ICT Literacy</i>	Unsatisfactory	Basic	Proficient	Distinguished
Apply technology effectively	Uses technology, communication tools, and social networks with no regard to ethical or legal issues	Uses technology, communication tools, and social networks to operate while creating, evaluating, and trading knowledge	Consistently uses technology, communication tools, and social networks to successfully operate while creating, evaluating, and trading knowledge.	Effectively and consistently uses technology, communication tools and social networks to successfully operate while ethically and legally creating, evaluating, and trading knowledge.

Lakeview Public Schools

Teacher Evaluation Form

Name: M

Evaluation Date:

Assignment:

Length of Observation: minutes

Based on the notes made during the classroom observation on the Danielson's rubric of Framework of Effective Teaching, transpose the ratings to this form and calculate the overall rating.

Explanation of Ratings		
Number	Meaning	Explanation
4	Distinguished	Performance is at a high level.
3	Proficient	Performance meets expectations.
2	Basic	Performance needs improvement.
1	Unsatisfactory	Performance is clearly not acceptable and/or no significant improvement in performance has occurred.

Rating

Domain I: Planning and Preparation		
A. Demonstrating Knowledge of Content and Pedagogy		
a. Knowledge of Content		<input type="text"/>
b. Knowledge of Prerequisite Relationships		<input type="text"/>
c. Knowledge of Content-Related Pedagogy		<input type="text"/>
B. Demonstrating Knowledge of Students		
a. Knowledge of Characteristics of Age Group		<input type="text"/>
b. Knowledge of Students' Varied Approaches to Learning		<input type="text"/>
c. Knowledge of Students' Skills and Knowledge		<input type="text"/>
d. Knowledge of Students' Interests and Cultural Heritage		<input type="text"/>
C. Selecting Instructional Goals		
a. Value		<input type="text"/>
b. Clarity		<input type="text"/>
c. Suitability for Diverse Students		<input type="text"/>
d. Balance		<input type="text"/>
D. Demonstrating Knowledge of Resources		
a. Resources for Teaching		<input type="text"/>
b. Resources for Students		<input type="text"/>
E. Designing Coherent Instruction		
a. Learning Activities		<input type="text"/>
b. Instructional Materials and Resources		<input type="text"/>
c. Instructional Groups		<input type="text"/>
d. Lesson and Unit Structure		<input type="text"/>
e. 21st Century Skills:		<input type="text"/>
F. Assessing Student Learning		

a. Congruence with Instructional Goals	<input type="text"/>
b. Criteria and Standards	<input type="text"/>
c. Use for Planning	<input type="text"/>
Domain II: The Classroom Environment	
A. Creating an Environment of Respect and Rapport	
a. Teacher Interaction with Students	<input type="text"/>
b. Student Interaction	<input type="text"/>
B. Establishing a Culture for Learning	
a. Importance of the Content	<input type="text"/>
b. Student Pride in Work	<input type="text"/>
c. Expectations for Learning and Achievement	<input type="text"/>
C. Managing Classroom Procedures	
a. Management of Instructional Groups	<input type="text"/>
b. Management of Transitions	<input type="text"/>
c. Management of Materials and Supplies	<input type="text"/>
d. Performance of Noninstructional Duties	<input type="text"/>
e. Supervision of Volunteers and Paraprofessionals	<input type="text"/>
D. Managing Student Behaviors	
a. Expectations	<input type="text"/>
b. Monitoring of Student Behavior	<input type="text"/>
c. Response to Student Misbehavior	<input type="text"/>
E. Organizing Physical Space	
a. Safety and Arrangement of Furniture	<input type="text"/>
b. Accessibility to Learning and Use of Physical Resources	<input type="text"/>
Domain III: Instruction	
A. Communicating Clearly and Accurately	
a. Directions and Procedures	<input type="text"/>
b. Oral and Written Language	<input type="text"/>
c. Communication Barriers	<input type="text"/>
B. Using Questioning and Discussion Techniques	
a. Quality of Questions	<input type="text"/>
b. Discussion Techniques	<input type="text"/>
c. Student Participation	<input type="text"/>
C. Engaging Students in Learning	
a. Representation of Content	<input type="text"/>
b. Activities and Assignments	<input type="text"/>
c. Grouping of Students	<input type="text"/>
d. Instructional Materials and Resources	<input type="text"/>
e. Structure and Pacing	<input type="text"/>
D. Providing Feedback to Students	
a. Quality; Accurate, Substantive, Constructive, and Specific	<input type="text"/>

b. Timeliness	<input type="text"/>
E. Demonstrating Flexibility and Responsiveness	
a. Lesson Adjustment	<input type="text"/>
b. Response to Students	<input type="text"/>
c. Persistence	<input type="text"/>
Domain IV: Professional Responsibilities	
A. Reflecting on Teaching	
a. Accuracy	<input type="text"/>
b. Use in Future Teaching	<input type="text"/>
B. Maintaining Accurate Records	
a. Student Completion of Assignments	<input type="text"/>
b. Student Progress in Learning	<input type="text"/>
c. Noninstructional Records	<input type="text"/>
C. Communication with Families	
a. Information about the Instructional Program	<input type="text"/>
b. Information about Individual Students	<input type="text"/>
c. Engagement of Families in the Instructional Program	<input type="text"/>
D. Contributing to the School and District	
a. Relationship with Colleagues	<input type="text"/>
b. Service to the School	<input type="text"/>
c. Participation in School and District Projects	<input type="text"/>
E. Growing and Developing Professionally	
a. Enhancement of Content Knowledge and Pedagogical Skills	<input type="text"/>
b. Service to the Profession	<input type="text"/>
F. Showing Professionalism	
a. Service to Students	<input type="text"/>
b. Advocacy	<input type="text"/>
c. Decision Making	<input type="text"/>

Overall Rating	0.00
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Observer Comments: On Cover Sheet

Teacher Comments: On post-observation sheet

Teacher Signature: _____ Date: _____

The teacher's signature indicates that he/she has received a copy of this evaluation and has had the opportunity to discuss it. The signature does not necessarily indicate agreement with individual ratings and/or comments.

After the final evaluation each year, check one of the following

- Regular Tenured Observation
- Final Observation of year; contract renewal recommended
- Final Observation of year; contract renewal **not** recommended

Final Observation of tenure process; tenure recommended

Observer Signature: _____

Date: _____

Recommendation of tenure or termination requires the following signatures:

Superintendent's Approval: _____

Date: _____

Teacher:

Danielson Evaluations

Year 1

Year 2

Year 3

Average 0

Ave x .65

35% Rubric: 7 elements		
Evidence gathered over the course of 3 years vs. Rubric		
<input type="text"/>	x.35	= <input type="text" value="0.00"/>

.65 + .35 Total