

KEARNEY PUBLIC SCHOOLS TEACHER SUPERVISION AND EVALUATON MODEL



Revised Fall 2001

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INTRODUCTION

Nebraska School Districts are responsible to patrons, parents, students, and staff. Districts are to assure the quality of classroom instruction by holding staff accountable for their performance and by making available to staff the professional growth experiences necessary to enhance their skills.

Kearney Public Schools works toward quality classroom instruction through a system of teacher evaluation and supervision. This is a cooperative process that unites the teacher and the administrator toward a common goal of quality instruction. Supervision and evaluation measures are part of a set of procedures to develop the ability of the teacher to meet the expectations of the district.

As an integral part of the Teacher Evaluation and Supervision process, all Kearney Public School Administrators must possess a valid Nebraska Administrative Certificate. Staff development for administrators includes annual training in the Teacher Evaluation and Supervision process.

All teachers will be provided with a copy of the Kearney Public Schools Teacher Supervision and Evaluation Model. Teachers will be annually in-serviced on the Supervision Model.

Teachers are expected to read, sign, and return all documents that are part of the evaluation instrument. Such written signature shall mean that the teacher has reviewed the document. Agreement shall not be associated with the teacher's signature. A teacher may attach a written addendum within ten (10) working days to any one or all of the documents that require their written signature. Teachers are entitled to copies of all the documents they sign.

SCOPE OF EVALUATION PROCESS

The Kearney Public Schools Teacher Supervision and Evaluation Process (Evaluation Process) has been promulgated for the purpose of measuring the level of an individual teacher's performance focused primarily on instruction. The Evaluation Process is not contractual, but is a management prerogative and may be amended by the school district as is deemed necessary to further the purpose of the school district. The Evaluation Process is but one component in appraising a certificated employee's professional skills and overall work performance. A certificated employee's current job performance and conduct is to be judged in light of the employee's past performance and conduct, or the nature of the teacher's conduct at any given time. "Just cause" for taking action on the continuing contract of a teacher not only addresses issues of competency in teaching performance as measured by the Evaluation Process, but also would include incidents of neglect of duty, unprofessional conduct, insubordination, immorality, physical or mental incapacity, failure to give evidence of professional growth as required by law, or other conduct which substantially interferes with the continued performance of a teacher's duties. As such, the Evaluation Process is not, and should not be considered as, all inclusive in determining the employment status of a member of the teaching staff of the school district.

DEVELOPMENT OF THE KEARNEY PUBLIC SCHOOLS TEACHER SUPERVISION AND EVALUATION MODEL

The revision of the Kearney Public Schools Teacher Supervision and Evaluation Model began in 1997. The revision focused on the definition of effective teaching and the delineation of what evidences good instruction. The objective of the revision was to write a model that would effectively and efficiently address the primary purposes of teacher evaluation. Those purposes are:

1. To improve the quality of instruction.
2. To provide procedures that are clear, equitable, and systematic for the evaluation of teacher performance.
3. To provide constructive feedback to individual educators.
4. To provide direction for staff development.
5. To aid institutions in identifying reasons for terminating personnel, and provide supportive documentation for action to amend, terminate, or not renew the contract of an employee.
6. To build professional collaborative relationships that unifies teachers and administrators in the effort to educate students to their fullest potential.
7. To comply with Nebraska State Law.
8. To identify excellence in instruction.

I. THE DEVELOPMENT OF OBJECTIVES FOR REVISION OF THE MODEL:

A series of four objectives were developed to guide the revision of the KPS Supervision Model. The objectives grew out of the collaborative discussions with teachers and administrators as they met in focus groups to define the task of writing a Teacher Supervision and Evaluation Model.

The following three objectives were defined:

1. To develop a shared vision of the purpose of observation and evaluation.
2. To construct a model that would enable teachers and administrators to be professionally accountable for the delivery and recognition of effective instruction.
3. To construct a staff development program for both teachers and administrators that would ensure a thorough understanding of the supervision/evaluation process. This would include a plan for annually informing teachers regarding the content and intent of the model and for training administrators to be skilled observers.

II. A RESEARCH BASED APPROACH:

ACKNOWLEDGEMENTS:

To support the revision process with professional research, the books, Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson and Teacher Evaluation to Enhance Professional Practice by Charlotte Danielson and

Thomas L. McGreal were used as foundational research study material for teachers and administrators. These books were invaluable to the process of summarizing the history of teacher evaluation from the 1950's to the present, for identifying the limitations of the current evaluation process, and for defining the components of professional practice that became the four standards for the KPS model.

1. Planning and Preparation
2. The Learning Environment
3. Instruction
4. Personal and Professional Practice

We want to fully acknowledge that the books of Charlotte Danielson and Thomas McGreal as well as the training and documents from Educational Testing Service are the foundational work of this document. These sources provide the rubrics and rationales for this model.

III. DEVELOPMENT OF THE WRITTEN COMMUNICATION AND DOCUMENTATION FORMS:

With the input of KPS teachers and administrators as well as in-service assistance of Judy Huddleston, Ph.D. of the Educational Testing Service, the task of creating the guidelines and forms for implementation of the model began. The goal was to create rubrics, definitions, and forms that would make observations informative for both the teacher and the administrator. This document represents the final product of that work.

PHILOSOPHY OF TEACHER EVALUATION

The Kearney Public Schools believes that a strong and on-going teacher evaluation system is necessary to achieve excellence. It is from quantifiable information that decisions will be made regarding the performance of all the instructional staff. Teacher Evaluation is designed to be a cooperative process between the administration and teachers in order to enhance the educational opportunities for all students in Kearney Public Schools.

PURPOSE

The purpose of the Kearney Public Schools Supervision and Evaluation Model are:

1. To improve the quality of instruction
2. To provide procedures that are clear, equitable, and systematic for the evaluation of teacher performance.
3. To provide constructive feedback to individual educators.
4. To provide direction for staff development.
5. To aid institutions in identifying reasons for terminating personnel, and provide supportive documentation for action to amend, terminate, or not renew the contract of an employee.
6. To build professional collaborative relationships that unifies teachers and administrators in the effort to educate students to their fullest potential.
7. To comply with Nebraska State Law.
8. To identify excellence in instruction.

STAFF TRAINING FOR EVALUATION

PROBATIONARY TEACHERS:

Each year the district will provide an in-service orientating new staff with the KPS Teacher Supervision and Evaluation Model. During this in-service, the KPS teaching standards will be described along with the process of evaluation. Time lines, teacher rights, and access to assistance will be discussed. Teachers will have an opportunity to ask specific questions.

PERMANENT STAFF: (TENURED TEACHERS):

Each year the district will provide tenured teachers with an overview of the teaching standards and components used in the supervision process, as well as the prescribed time line for evaluation. Early in the school year, the building principal will review the KPS Supervision and Evaluation process with the staff and address any questions.

INDIVIDUAL TRAINING:

A teacher may request a separate meeting with the building administrator to discuss the Supervision/Evaluation process. Administrators generally use the post observation conference and the written evaluation documents to coach teachers to higher levels of performance. This is another form of staff training.

FREQUENCY OF TEACHER OBSERVATION / EVALUATION

I. PROBATIONARY TEACHERS:

1. Goal setting is an integral part of the KPS Teacher Supervision and Evaluation Model and the Probationary Teacher will set goals annually. The Model includes the Goal Setting Form. Goals are due as directed by the Administrator.
2. The Self-Assessment is completed by the Probationary Teacher once each semester.
3. Probationary Teachers will be observed once each semester. The two observations will be Formal Observations, and will include a Pre-Observation Form and a Post-Observation Form. These Formal Observation forms are included in the KPS Teacher Supervision and Evaluation Model and will be completed by the Teacher. The two observations will be for an entire instructional period. A Pre-Observation Conference is optional. The observation will be followed by a Post-Observation conference.
4. A First Semester Evaluation will be completed on each Probationary Teacher for the first semester of each probationary year.
5. A Summative Evaluation on each Probationary Teacher shall be completed by April 1st for each of the first three years of probationary status.

II. PERMANENT TEACHERS:

1. Permanent Teachers will be observed at least one time per year. A Pre-Observation Conference is optional. The observation will be followed by a Post-Observation conference.
2. At least one Summative Form will be completed by April 1st every fourth (4th) year after a Teacher reaches Permanent status, but may be done more often at the Administrator's discretion.
3. Goal Setting is an integral part of the KPS Teacher Supervision and Evaluation Model, and will be completed by Permanent Teachers annually. Goals are due as directed by the Administrator.
4. The Self-Assessment Form is required of Permanent Teachers and may be completed at any time during the four year evaluation cycle.

III. PART-TIME CERTIFICATED EMPLOYEES REACHING PERMANENT STATUS:

Part-time Certificated Employees shall become permanent certificated employees based upon the following formula:

- (a) For certificated employees employed four-fifths (.80 FTE) or more, each such year of employment shall count as a full successive school year.
- (b) For certificated employees employed one-half time or more but less than four-fifths time, each such year of employment shall be credited against the three-year requirement for acquiring permanent certificated employee status in an amount proportionate to the term of such employment for each year. Such certificated employees shall become eligible for permanent certificated status at the beginning of the school year next succeeding the year in which they attain the proportionate amount of time.
- (c) Any certificated employee who achieves permanent certificated employee status shall not lose such permanent certificated employee status because of reduction in force resulting in a contract amendment, which would reduce such certificated employee to any part-time employment position. (79-825 R.R.S).

IV. DEFINITION OF OBSERVATION COMPONENTS:

A. FORMAL OBSERVATION:

- 1. Pre-Observation Form
- 2. Pre-Observation Conference (Optional)
- 3. Observation for a full instructional period for Probationary Teachers and a minimum of 30 minutes for Permanent Teachers.. Scripting by the Principal is optional but if scripting is done, it must be attached to the Observation Form. Observation Form completed by the Principal
- 4. Post Observation Form
- 5. Post Observation Conference

B. INFORMAL OBSERVATION

- 1. Can be less than 30 minutes.
- 2. Can be unannounced.
- 3. Principal completes the Observation Form
- 4. Teacher is presented with the Observation Form and Signatures of Teacher and Principal are affixed.

RATIONALE OF STANDARDS, COMPONENTS, ELEMENTS AND LEVELS OF PERFORMANCE

Four Standards→Twenty Components→Sixty-Nine Elements→Four Levels of Performance

The KPS model begins with a foundation of four standards that together are complimentary in defining strong professional practice. Each standard is broken into twenty components. The components are specifically defined in sixty-nine elements.

Each element of a component has two overall levels of performance: **Unsatisfactory** and **Satisfactory** (Basic, Proficient and Distinguished). The levels range from describing teaching performance for teachers who have failed to master the rudimentary task of teaching (**Unsatisfactory**) to teachers whose performance meets the standard of performance expected by the school district (**Satisfactory**).

The levels of performance are especially useful if the components are used with the process of Self-Assessment, Mentoring and Goal Setting.

While KPS strives for all teachers to be performing at the Distinguished level of performance, the district recognizes that some teachers may perform at the Distinguished level in one area while being unsatisfactory in another. This discrepancy can serve as the basis for establishing goals for professional development or for action to amend, terminate, not renew, or cancel a teacher's contract. Goals may be decided by the teacher or the supervisor.

LEVELS OF PERFORMANCE

UNSATISFACTORY PERFORMANCE:

The teacher does not demonstrate an understanding of the concepts underlying the component. If a teacher's performance is rated as unsatisfactory in some components, student learning is compromised. Working on the fundamental practices associated with the elements should enable the teacher to grow and develop.

SATISFACTORY - BASIC:

The teacher demonstrates an understanding of the concepts underlying the component and attempts to implement its elements. Implementation at the basic level of performance is sporadic, intermittent or sometimes unsuccessful.

This level of performance is minimally competent, the teacher is likely to improve with experience. Additionally, reading, discussion, visiting classrooms of other teachers and mentor/coaching should enable the teacher to move toward proficient performance.

SATISFACTORY - PROFICIENT:

The teacher demonstrates a proficient understanding of the concepts underlying the component and implements them well.

SATISFACTORY - DISTINGUISHED:

The teacher demonstrates mastery of all concepts and makes significant contributions to the field, both in the classroom, within the school and around the district. Their classrooms operate at a qualitatively different level; characterized by a community of learners. Students are highly motivated, engaged and assume considerable responsibility for their own learning.

EVALUATION OVERVIEW CHART

PROBATIONARY TEACHER EVALUATION:

GOALS	OBSERVATIONS	SUMMATIVE EVALUATION	FORMS TEACHER COMPLETES
Goals Form Goals Conference	One Formal Observation per semester which includes: • Pre-Observation Form • Pre-Observation Conference (optional) • Observation for an entire instructional period • Observation Form completed by the principal • Post Observation Form • Post Observation Conference	For each year of the three years of Probationary status: • First semester evaluation • Summative evaluation by April 1st Each evaluation will include: • Self-Assessment Form completed by the teacher • Summative Evaluation Report • Summative Conference	• Pre & post observation form (for each formal observation) • Goal Summary Form (1 per year) • Self-Assessment Form (1 per semester) • Professional Growth Form – 90 clock hours in 6 years.

PERMANENT TEACHER EVALUATION:

GOALS	OBSERVATIONS	SUMMATIVE EVALUATION	FORMS TEACHER COMPLETES
Goals Form Goals Conference	One Formal Observation per year which includes: • Pre-Observation Form • Pre-Observation Conference (optional) • Observation for a minimum of 30 minutes • Observation Form completed by the principal • Post Observation Form • Post Observation Conference	• One every four years (by April 1st of 4th year) Each evaluation will include: • Self-Assessment Form completed by teacher • Summative Evaluation Report • Summative Conference	• Pre & post observation form (for each formal observation) • Goal Summary Form (1 per year) • Self-Assessment Form (1 in 4 years) • Professional Growth Form – 90 clock hours in 6 years.

TEACHER ASSISTANCE:

STEP I	STEP II	STEP III	STEP IV
• Recognition of less than Standard Performance. • Notification to Human Resource Director of unsatisfactory performance and administrator intent to place teacher on Intensive Assistance.	<u>Teacher Assistance Conference:</u> • Standard Specific Summative Form or • Comprehensive Summative Form • Teacher Assistance Plan/Conference Form	<u>Implementing the Teacher Assistance Plan:</u> • Principal/Teacher Conferences as established by the timeline in the Teacher Assistance Plan. • Teacher Assistance Conference Summary Form.	<u>Summative Conference/Decision:</u> • Renewal • Non-renewal • Cancellation • Termination

**THE STANDARDS OF PERFORMANCE
FOR KEARNEY PUBLIC SCHOOLS
TEACHER SUPERVISION AND EVALUATION MODEL**

STANDARD I: PLANNING AND PREPARATION

Components:

- 1A. **Demonstrating Knowledge of Curriculum Standard and Pedagogy**
Elements:
 - 1a. Knowledge of Content
 - 2a. Knowledge of State and District Curriculum Requirements
 - 3a. Knowledge of Content Related Pedagogy (Methodology)

- 1B. **Demonstrating Knowledge of Students**
Elements:
 - 1b. Knowledge of Characteristics of Age Group
 - 2b. Knowledge of Students' Varied Approaches to Learning
 - 3b. Knowledge of Students' Skills and Knowledge
 - 4b. Knowledge of Student's Interests and Cultural Heritage

- 1C. **Assessing Student Learning**
Elements:
 - 1c. Congruence with Instructional Goals
 - 2c. Criteria and Standards
 - 3c. Use for Planning

- 1D. **Selecting Instructional Goals**
Elements:
 - 1d. Value
 - 2d. Clarity
 - 3d. Suitability for Diverse Students
 - 4d. Balance

- 1E. **Designing Coherent Instruction**
Elements:
 - 1e. Learning Activities
 - 2e. Instructional Materials and Resources
 - 3e. Instructional Groups
 - 4e. Lesson and Unit Structure
 - 5e. Resources for Students

STANDARD II: THE LEARNING ENVIRONMENT

Components:

- 2A. **Creating an Environment of Respect and Rapport**
Elements:
 - 1a: Teacher Interaction with Students
 - 2a: Student Interaction
- 2B. **Establishing a Culture for Learning**
Elements:
 - 1b. Expectations for Learning and Achievement
 - 2b. Expectations for Risk-Taking
 - 3b. Importance of Content
 - 4b. Student Pride in Work
- 2C. **Managing Classroom Procedures**
Elements:
 - 1c: Management of Instructional Groups
 - 2c. Management of Time and Transitions
 - 3c. Management of Materials and Supplies
- 2D. **Managing Student Behavior**
Elements:
 - 1d. Expectations
 - 2d. Monitoring of Student Behavior
 - 3d. Response to Student Misbehavior
 - 4d. Communications

STANDARD III: INSTRUCTION

Components:

- 3A. **Using Principles of Learning**
Elements:
 - 1a. Motivation (Anticipatory Set, Reinforcement)
 - 2a. Active Participation (Modeling, Feeling Tone, Level of Concern, Interest, Knowledge of Results)
 - 3a. Transfer (Retention, Securing Closure)
- 3B. **Communicating Clearly and Accurately**
Elements:
 - 1b. Directions and Procedures
 - 2b. Oral and Written Language
- 3C. **Using Questioning and Discussion Techniques**
Elements:
 - 1c. Quality of Questions and Discussion
 - 2c: Student Participation

3D. Engaging Students in Learning

Elements:

- 1d. Representation of Content
- 2d. Activities and Assignments
- 3d. Grouping of Students
- 4d. Instructional Materials and Resources
- 5d. Structure and Pacing

3E. Using Instructional Theory as a Framework for Learning

Elements:

- 1e. Uses Task Analysis to Determine Correct Level of Difficulty
- 2e. Uses Diagnostic Activities to Determine Correct Level of Difficulty
- 3e. Teaches to the Objective
- 4e. Monitors Student Learning
- 5e. Adjusts the Instruction

STANDARD IV: PERSONAL AND PROFESSIONAL PRACTICE

Components:

4A. Contributing to the Students, Building and District

Elements:

- 1a. Advocacy for Students
- 2a. Relationships with Colleagues
- 3a. Service to the School
- 4a. Participation in School and District Projects

4B. Demonstrating Appropriate Personal Qualities

Elements:

- 1b. Attitudes
- 2b. Health
- 3b. Flexibility
- 4b. Personal Appearance

4C. Communicating with Families

Elements:

- 1c. Information About the Instructional Program
- 2c. Information About Individual Students
- 3c. Engagement of Families in the Instructional Program

4D. Demonstrating Professional Qualities

Elements:

- 1d. Accurately Reflecting on Teaching
- 2d. Using Reflection in Future Teaching
- 3d. Carrying Out Assigned Building and District Responsibilities and Directives
- 4d. Following Building and District Policies and Procedures

- 4E. **Growing and Developing Professionally**
Elements:
 - 1e. Enhancement of Content Knowledge and Pedagogical Skill
 - 2e. Service to the Profession

- 4F. **Maintaining Accurate Records**
Elements:
 - 1f. Student Completion of Assignments
 - 2f. Student Progress in Learning
 - 3f. Non-instructional Records

RATIONALE FOR THE STANDARDS

I. PLANNING AND PREPARATION:

Planning and preparation describes how the teacher organizes the content and designs instruction. Planning and preparation encompasses all aspects of instructional planning, the understanding of curriculum standards, pedagogy, and the understanding of the developmental level of the student. The teacher must understand and transform the content through their instructional design into activities that result in learning. All elements of instructional design should be appropriate to both content and student needs. Assessment techniques must reflect the instructional goals and serve to document student progress.

Teachers who excel in planning and preparation are able to design instruction that reflects a thorough understanding of the content. Their design is coherent, includes sound assessment methods, matches the ability level of the students and supports effective learning. Teacher skill in planning and preparation is assessed through the plans they prepare to guide their teaching and through the effect those plans have on student learning.

II. THE LEARNING ENVIRONMENT:

The learning environment describes the interaction that occurs in the classroom. Interactions are necessary for effective instruction. Learning activities should establish a comfortable and respectful classroom environment that creates a climate for learning. The effective classroom environment is businesslike with established routines and efficient procedures. Student behavior is cooperative and non-disruptive. The physical environment supports effective learning.

Students respond to teachers who demonstrate warmth and caring, who have high expectations for achievement and who are committed to their students. Students feel safe in this type of learning environment and know they can count on their teachers to be fair and compassionate. Teachers who are able to build an effective learning environment consider their students as unique individuals with particular needs and intellectual potential. Students regard their teachers as caring adults and capable professionals. These teachers know their authority is founded upon their knowledge and expertise. These teachers are indisputably in charge and their students recognize them as the directors of the learning environment.

III. INSTRUCTIONS:

Instruction is the essence of teaching. Instruction is the engagement of students in content. It is the mission of schools to enhance student learning. Effective instruction enables students to construct meaning and become a community of learners. Teachers who excel in instruction create an atmosphere of excitement about the importance of learning. Teachers care deeply about their subject and invite students to share in the journey of learning. Under the direction of teachers skilled in instruction, students are engaged in meaningful work that provides them with necessary skills and knowledge. Effective instruction and measurable learning is an intentful process designed by the teacher. Students are motivated by teachers who design effective instruction and use the principles of learning.

IV. PERSONAL AND PROFESSIONAL PRACTICE:

The standard of personal and professional practice defines the responsibilities teachers have to model leadership. These standards are designed to preserve and enhance the profession. Teacher skills in personal and professional practice result from self-reflection and personal growth. The professional teacher makes contributions to the students, the school, the district, the profession, and the community. Their students, colleagues, and the community hold teachers who excel in personal and professional practice in high regard. They are active in their professional organizations. They are known as educators who go far beyond the requirements of their jobs. They strengthen the profession and institutions they represent.

STANDARD 1. PLANNING AND PREPARATION

COMPONENT RATIONALE	
Component /Elements	
1A. Demonstrating Knowledge of Curriculum Standards and Requisite Pedagogy Elements: Knowledge of Content – Knowledge of State and District Curriculum Requirements- Knowledge of Content Related Pedagogy (Methodology).	A person cannot teach what they do not know. Teachers are expected to know the curriculum standards and requisite pedagogy (methodology). Content encompasses all aspects of a subject: concepts, principles, relationships, methods of inquiry and outstanding issues. However, subject knowledge is not enough. Teachers need to use pedagogy (methodology) particular to the disciplines to convey information. Knowledge of content and pedagogy evolve over time.
1B. Demonstrating Knowledge of Students Elements: Knowledge of Characteristics (Intellectual, Social, and Emotional) of Age Group – Knowledge of Students’ Varied Approaches to Learning - Knowledge of Students’ Skills and Knowledge – Knowledge of Students’ Interests and Cultural Heritage	Teachers must know not only their subjects, but also their students. Teachers’ knowledge of their students should include the students’ stages of developmental understanding. Teachers understand that students construct meaning based on their experiences. Students vary enormously in their experiences, interests, talents, and preferred approaches to learning. Skilled teachers help students build on their strengths while developing all areas of competence. Teachers’ knowledge of students should reflect an understanding of the full range of students’ abilities with special needs. Teachers should have a working knowledge of their students’ out-of-school activities and interests. This will enable teachers to design learning experiences that are relevant to students.
1C. Assessing Student Learning Elements: Congruence with Instructional Goals – Criteria and Standards – Use for Planning	Only through the assessment of student learning can teachers know if students have met the instructional goals. Diverse instructional goals require diverse assessments. A well-designed approach is clear about how student work will be evaluated and students know the required standards for achievement. Each instructional goal must be assessed. Students should have the opportunity to be partners in the assessment process.
1D. Selecting Instructional Goals Elements: Value, Clarity, Suitability for Diverse Students, Balance	Teaching is a purposeful activity that is goal directed and designed to achieve objectives. As teachers establish valid instructional goals, they take into account district curriculum, state standards and community expectations. Instructional goals must be clearly stated in terms of student learning. Goals must be appropriate to the student diversity in the classroom, and provide consideration for the student’s age, developmental level, prior knowledge, interests and backgrounds. Instructional goals should reflect a balance of learning: factual knowledge, conceptual understanding, reasoning skills, and communication.
1E. Designing Coherent Instruction Elements: Learning Activities-Instructional Materials and Resources-Instructional Groups- Lesson and Unit Structure-Resources for Students	A teacher translates instructional goals into coherent instruction through the planning and design of instruction. The teacher is in charge of organizing the learning environment, and managing the learning process. The teacher establishes the methods for inquiry, and utilizes resources to carry out instruction. Instructional plans must include logical and sequential activities suitable in terms of age, prior knowledge and interests, to effectively engage students. Teachers should offer a wide variety of resources used in well-timed activities to build student involvement with the lesson. Teachers are expected to demonstrate an ability to identify and secure beneficial resources to support their instruction.

Standard 1: PLANNING AND PREPARATION

COMPONENT RUBRIC

LEVEL OF PERFORMANCE

COMPONENTS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1A. Demonstrating Knowledge of Curriculum Standards and Requisite Pedagogy	Teacher displays little understanding of the subject or structure of the discipline, or of content-related pedagogy.	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.	Teacher's knowledge of the content and pedagogy are extensive, showing evidence of continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1B. Demonstrating Knowledge of Students	Teacher makes little or no attempt to acquire knowledge of student's background, skills, or interests, and does not use such information in planning.	Teacher demonstrates partial knowledge of student's background, skills, and interests, and attempts to use this knowledge in planning for the class as a whole.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for groups of students.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses this knowledge to plan for individual student learning.
1C. Assessing Student Learning	Teacher's approach to assessing student learning contains no clear criteria or standards, and lacks congruence with the instructional goals. Teacher has no plan to use assessment results in designing future instruction.	Teacher's plan for student assessment is partially aligned with the instructional goals and includes criteria and standards that are not entirely clear or understood by students. Teacher uses the assessment to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional goals at least nominally, with clear assessment criteria and standards that have been communicated to students. Teacher uses the assessment to plan for groups of students or individuals.	Teacher's plan for student assessment is fully aligned with the instructional goals, containing clear assessment criteria and standards that are not only understood by students but also show evidence of student participation in their development. Teacher's students monitor their own progress in achieving the goals.
1D. Selecting Instructional Goals	Teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Teacher's goals are of moderate value or suitability for students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals reflect high-level learning relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment.
1E. Designing Coherent Instruction	The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning, and the lesson or unit has no defined structure.	Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Teacher's lesson has a recognizable structure.	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.

STANDARD 1. PLANNING AND PREPARATION

Components:

1A. Demonstrating Knowledge of Curriculum Standards and Pedagogy

Elements: Knowledge of Content, Knowledge of State and District Curriculum Requirements, Knowledge of Content-Related Pedagogy (Methodology)

LEVELS OF PERFORMANCE				
Element	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 many be inconsistent in connecting it 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 with evidence of continuing pursuit of such knowledge.
Knowledge of State and District Curriculum Requirements	Teacher displays little understanding of district and state requirements.	Teacher indicates some awareness of district and state requirements although such knowledge may be incomplete or inconsistent.	Teacher plans, practices, and reflects understanding of district and state curriculum requirements.	Teacher displays extensive knowledge of state and district curriculum requirements and is sought out as an expert in his/her discipline.
Knowledge of Content-Related Pedagogy (Methodology)	Teacher displays little understanding of pedagogy (methodology) used in student learning of the content.	Teacher displays basic pedagogy (methodology) but does not anticipate student misconception.	Practices reflect current research on best teaching practices within the discipline, anticipating student misconceptions.	Teacher continues to search for innovative, research-based pedagogy (methodology).

STANDARD 1. PLANNING AND PREPARATION

Component:

1B. Demonstrating Knowledge of Students

Elements: Knowledge of Characteristics of Age Group, Knowledge of Students' Varied Approach to Learning, Knowledge of Students' Skills and Knowledge, Knowledge of Students' Interests and Cultural Heritage

LEVELS OF PERFORMANCE				
Element	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.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
Knowledge of Students' Varied Approach to Learning	Teacher is unfamiliar with the different approaches to learning that student's exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays general understanding of the different approaches to learning that student's exhibit.	Teacher displays and utilizes understanding of the different approaches to learning that different student's exhibit.	Teacher uses, 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 groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs.
Knowledge of Students' Interests and Cultural Heritage	Teacher displays little knowledge of students' interests 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 only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student.

STANDARD 1: PLANNING AND PREPARATION

Component:

1C: Assessing Student Learning

Elements: Congruence with Instructional Goals, Criteria and Standards, Use for Planning

LEVELS OF PERFORMANCE				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Congruence with Instructional Goals	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach, but many are not.	All instructional goals are assessed through methodologies that reflect the understanding of student learning.	The proposed various assessments are completely congruent with the instructional goals, both in content and process.
Criteria and Standards	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been communicated to students. There is evidence that students contribute to the development of criteria and standards.
Use for Planning	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next step.

STANDARD 1: PLANNING AND PREPARATION

Component:

1D. Selecting Instructional Goals

Elements: Value, Clarity, Suitability for Diverse Students, Balance

LEVEL OF PERFORMANCE				
Element	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 expectation or conceptual understanding for students in importance of learning.	Goals are valuable in their level of expectation, conceptual understanding, and importance of learning.	Not only are the goals valuable, but the teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
Clarity	Goals are either not clear or not 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 and may include a few activities. Most permit viable methods of assessment.	All the goals are clear, are written in the form of student learning, and permit viable methods of assessment.
Suitability for Diverse Students	Goals are not suitable for the class.	Most of the goals are suitable for most students in the class.	All goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups.
Balance	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration.	Goals reflect student initiative in establishing important learning.

STANDARD 1: PLANNING AND PREPARATION

Component:

1E: Designing Coherent Instruction

Elements: Learning Activities, Instructional Materials and Resources, Instructional Groups, Lesson and Unit Structure, Resources for Students.

LEVEL OF PERFORMANCE				
Element	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 activities are suitable to students or instructional goals. Progression or 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 research.	Learning activities are highly relevant to students and instructional goals. Instructional activities follow a logical sequence with each successive activity building on the previous one and reflecting recent professional research.
Instructional Materials and Resources	Materials and resources do not support the instructional goals or engage students in meaningful learning. There is no use of available resources such as technology and supplemental materials.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning. There is limited use of resources.	All materials and resources support instructional goals, and most engage students in meaningful activities.	All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials. There is utilization of resources from professional organizations and resources outside the school.
Instructional Groups	Instructional groups do not support the instructional goals and offer no variety. There is overuse of only one grouping strategy.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
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 according to student needs.
Resources for Students	The teacher does not plan or is unaware of resources available to assist students.	The teacher displays limited planning for and awareness of resources available to assist students.	The teacher completely displays planning for and awareness of resources available to assist students.	In addition to planning for use of school resources to assist students, the teacher utilizes community resources such as parent volunteers, college students, or outside agencies.

STANDARD 2: THE LEARNING ENVIRONMENT

COMPONENT RATIONALE	
Component/Element	
2A. Creating an Environment of Respect and Rapport Elements: Teacher Interaction with Students – Student Interaction	Teaching is a matter of relationships that should be grounded in acceptance, respect, rapport, and caring. Teachers are responsible for an environment of respect and rapport in their classrooms. In a respectful environment, all students feel valued and safe. They know they will be treated with dignity, even when they take intellectual risks. High levels of respect and rapport are characterized by friendliness and openness. Teachers convey their care for students by creating a structured atmosphere, which is conducive to learning. In this atmosphere students exhibit care for themselves and others. Appropriate ways of demonstrating respect and rapport depend both on verbal and nonverbal behavior. Student-teacher interactions are influenced by many different factors including respect for the cultural traditions of all students. Skilled teachers establish an environment of respect and rapport through their words and actions.
2B. Establishing a Culture for Learning. Elements: Expectations for Learning and Achievement – Expectations for Risk-Taking-Importance of Content-Student Pride in Work	A culture for learning implies high expectations for all students and a safe environment for taking risks. Students know they do not have to fear ridicule when they share an idea, and their teachers will ensure that their ideas receive a thoughtful reception. Students know their teacher has a high regard for their abilities and limitations, and they are strengthened in their commitment to demonstrate high quality work. These high expectations, which students internalize and convey, are at the heart of a culture for learning. Classrooms with an established culture for learning are characterized by teachers and students who care about the content to be learned and each other's success. Such classrooms are cognitively busy places, with students and the teachers placing a high value on high-quality work. Student work is displayed. Student-teacher interactions are characterized by teacher insistence on and student acceptance of the need for students to expend their best efforts. Students and teachers see the content as important. Students take obvious pride in their work. Students, as well as the teacher, demonstrate that a culture for learning has been established. The teacher has a responsibility to create such an atmosphere in the classroom and encourage school wide commitment to the culture.
2C. Managing Classroom Procedures Elements: Management of Instructional Groups- Management of Time and Transitions- Management of Materials and Supplies	Teaching requires good management. Teachers must develop procedures for the smooth operations of the classroom and the efficient use of time before they can address instructional techniques. In a well-managed classroom, procedures and transitions are smooth, students assume responsibility for the classroom's efficient operation, instructional groups are engaged, and students are functioning well. Smooth transitions are demonstrated by teachers who clarify different activities with clear beginnings and endings. Minimal time is lost as the teacher and students move from one lesson to another. Materials needed for instruction are at hand, with well established procedures for distributing and collecting. Students assume responsibility for a productive, efficient classroom. Skilled teachers organize, prepare, and clearly communicate management procedures to maximize instructional time.
2D. Managing Student Behavior Elements: Monitoring of Student Behavior-Response to Student Misbehavior-Communication	Student behavior is critical to a positive learning environment. Students need to be able to learn, and teachers need to be able to teach. When students are focused on learning through the teacher's effective use of management skills, learning is increased. Approaches to managing student behavior in well-run classrooms share certain characteristics. The teacher must establish and communicate clear expectations to students, parents, and administrators. The expectations must be developmentally appropriate, equitable, fair and consistently applied. The teacher needs to be conscious of these expectations and proactively work to supervise and teach them if they are to be achieved by students. Teachers must maintain composure and self-control. Regardless of the extreme, and sometimes negative behaviors of students, teachers need to remain in control of their thoughts and actions. Over-reaction to any incident may serve to intimidate, humiliate, or demean a student and/or cause a learning situation to regress. On the other hand, teachers need to be ready, able and willing to act with positive recognition of student behavior. Students who receive positive reinforcement for their contributions and behaviors are far more likely to repeat them. In addition, the chances of other students observing this and working to obtain the same recognition are equally important. Consistency by the teacher in matters of recognition appears to be tantamount to success and nurtures positive student behavior. Monitoring student behavior continually for attentiveness and compliance is an absolute if expectations are to be achieved. Teachers must visually scan and physically move about the room, always watching and being ready to act or redirect. When teachers are prepared to follow up on their expectations with actions, they give meaning to them and increase the possibility of expectations being achieved. Communication of student behavior expectations and teacher responses relative to student behaviors will assure congruent actions and support between the student, parent, and principal. Good communication at critical times helps to keep the focus on the behavior and not the procedure or student. Knowledge of what is to happen under varying circumstances greatly enhances understanding, assigns responsibility, and promotes movement toward successful resolution. Lastly, good communication of expectations and reactions serves to accommodate the concept of choice. When students are able to know the "what ifs" to situations, they are in a much better positions to make the best choice.

STANDARD 2: THE LEARNING ENVIRONMENT

COMPONENT RUBRIC

LEVELS OF PERFORMANCE

COMPONENTS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2A. Creating an Environment of Respect and Rapport	Classroom interaction, both between the teacher and students and among students, is negative or inappropriate and characterized by sarcasm, put-downs, or conflict.	Classroom interactions are generally appropriate and free from conflict by what may be characterized as occasional displays of insensitivity.	Classroom interaction reflects general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility and among members of the class.
2B. Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectation for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject and little student pride in work. Both teacher and students are performing at the minimal level.	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of teacher and students. There are high expectations for student achievement. Students are proud of their work.	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. The teacher demonstrates a passionate commitment to the subject.
2C. Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instructional time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning. Academic time is maximized.
2D. Managing Student Behavior	Student behavior is poor, with no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the student.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs.

STANDARD 2: THE LEARNING ENVIRONMENT

Component:

2A: Creating an Environment of Respect and Rapport

Elements: Teacher Interaction with Students, Student Interaction.

LEVEL OF PERFORMANCE				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students.	Teacher interactions with students are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for cultural differences. Students exhibit only minimal respect for teachers.	Teacher interactions with students are friendly, caring, and respectful. Such interactions are appropriate to developmental and cultural norms.	Teachers demonstrate genuine care and respect for individual students by showing sincere interest in the life of the child.
Student Interaction	Teacher fails to intervene when inappropriate student interactions are characterized by conflict, sarcasm, put-downs, or violence. Students exhibit disrespect for teacher.	Students rarely demonstrate negative behavior toward classmates, other students, and adults.	Students exhibit respect for teachers, classmates, and adults. Student interactions are generally polite and respectful.	Students demonstrate genuine care for one another, other students, and adults.

STANDARD 2: THE LEARNING ENVIRONMENT

Component:

2B. Establishing a Culture for Learning

Elements: Expectations for Learning and Achievement, Expectations for Risk-Taking, Importance of Content, Student Pride in Work.

LEVELS OF PERFORMANCE				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Expectations for Learning and Achievement	Teacher communicates hopelessness and defeated attitude toward student learning and achievement through interactions, instruction, and the classroom environment.	Teacher communicates importance of learning and achievement in his/her interactions, and classroom environment but with little “buy-in” from the students.	Teacher conveys enthusiasm for the subject, and students demonstrate consistent commitment to its value. Teachers help students make connections between classroom learning and real life.	Students demonstrate through active participation, curiosity, enthusiasm and higher thinking levels that they desire to achieve.
Expectations for Risk-Taking	Teacher is unaware of students in their classroom who feel uncomfortable, disengaged, and unwilling to take risks.	Teacher is aware of students who are reluctant learners but is inconsistent in addressing their special needs.	Teacher models and practices risk-taking and the importance of lifelong learning by using innovative techniques, lessons, and materials. Teacher seeks help for reluctant learners.	Both students and teachers nurture and encourage risk-taking and show respect for individuality within and outside of the classroom.
Importance of Content	Teacher or students convey a negative attitude toward 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 value the content’s importance.
Student Pride in Work	Students demonstrate little or no pride in their work. Emphasis is on task-completion rather than high-quality work.	Students accept teacher’s insistence to do “good work” but show limited zeal in doing quality work.	Students accept personal responsibility for work of high quality and demonstrate pride in that work.	Students take obvious pride in their work and initiate improvements in it by initiating draft revisions, helping peers, and displaying high-quality work.

STANDARD 2: THE LEARNING ENVIRONMENT

Component:

2C: Managing Classroom Procedures

Elements: Management of Instructional Groups, Management of Time and Transitions, Management of Materials and Supplies

LEVELS OF PERFORMANCE				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning.	Tasks for groups 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 times.	Groups working independently are productively engaged with a large percentage of students assuming responsibility for productivity.
Management of Time and Transitions	Much time is lost during transitions. Pacing is not appropriate, with many students non-engaged.	Transitions are sporadically efficient, resulting in some loss of instructional time. Students may occasionally be non-engaged while waiting for instructions.	Transitions occur smoothly with little loss of instructional time. Academic time is utilized for student engagement within the curriculum, resulting in minimal loss of instructional time.	Transitions are smooth, with students assuming some responsibility for efficient operations. Academic time is maximized.
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 efficient, with students assuming considerable responsibility for efficient classroom operation.

STANDARD 2: THE LEARNING ENVIRONMENT

Component:

2D: Managing Student Behavior

Elements: Expectations, Monitoring of Student Behavior, Response to Student Behavior, Communication.

LEVELS OF PERFORMANCE				
Element	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, parents, and principals seem to understand them.	Standards of conduct are clear to everyone.	Standards of conduct are clear to everyone and appear to have been developed with student participation.
Monitoring of Student Behavior	Student behavior is not monitored, and the 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 students and takes appropriate action relative to behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to Student Misbehavior	Teacher does not respond to behavior, or the response is inconsistent, overly repressive, or disrespectful.	Teacher responds to student behavior with generally positive results; no serious disruptive behavior occurs without appropriate teacher response.	Teacher response to behavior is timely and successful; teacher respects the student's dignity, and student behavior is almost always appropriate.	Teacher response to behavior is highly effective and sensitive to students' individual needs; student behavior is always appropriate.
Communications	Teacher does not communicate with students, parents and supervisors relative to student behavior.	Teacher communicates the basic student behavior expectations, and the teacher responds to everyone for most situations.	Teacher communicates student behavior expectations, and teacher responds in a clear and consistent manner so everyone understands alternatives and outcomes.	Teacher communicates in various and frequent means to everyone so issues of student behavior have positive and constructive outcomes. Focus always remains on the behavior.

STANDARD 3: INSTRUCTION

COMPONENT RATIONALE	
Component/Element	
3A. Using Principles of Learning Elements: Motivation (Anticipatory Set, Reinforcement)-Active Participation (Modeling, Feeling Tone, Level of Concern, Interest, Knowledge of Learning Results)-Transfer (Retention, Securing Closure)	Instructional skills are essential and critical to a teacher's success. The Principles of Learning are those instructional skills and behaviors that teachers can intentionally and consistently plan, prepare, and utilize to influence student learning. Proper use of the principles of learning can positively affect student attitudes and their rate and degree of learning. The Principles of Learning are found in Instructional Theory Into Practice – ITIP.
3B. Communicating Clearly and Accurately Elements: Direction and Procedures-Oral and Written Language	For students to become engaged in learning, they must have clear directions and explanations. Clear and accurate communication has two elements. The first is clarity of directions and procedures. The second element is quality of oral and written communication. Language must be audible and legible when teachers communicate with students. Teachers' language should be correct in usage and contain expressive vocabulary. Teachers' language should reflect a careful choice of words and a vocabulary suitable to the age and developmental level of the students.
3C. Using Questioning and Discussion Techniques Elements: Quality of Questions and Discussion – Student Participation	Teacher skill in questioning and in leading discussion is essential for many instructional purposes including eliciting student reflections and challenging deeper student engagement. When teachers use skilled questioning, they engage their students in an exploration of content. Carefully framed questions enable students to reflect on their understanding and consider new possibilities. The questions rarely require a simple yes/no response and may have many possible correct answers. Experienced teachers allow students time to think before they must respond to a question and encourage all students to participate. Experienced teachers cultivate their skills in leading discussion. As a result, class discussions are animated, engaging all students in important questions and using the discussion format as a technique to extend knowledge. In a well-run discussion, all students are engaged. Lastly, a well-run discussion uses questions the student pose. The formation of questions requires that student engage in analytical thinking and motivates them more than questions the teacher presents. In the hands of skilled teacher, discussion becomes a vehicle for deep exploration of content.
3D. Engaging Students in Learning Elements: Activities and Assignments-Grouping of Students-Instructional Materials and Resources-Structure and Pacing	When teachers create an environment in which students are actively engaged, the probability of learning increases. Students must be intellectually involved with content. How content is represented greatly influences student understanding. Using a variety of appropriate examples, metaphors, or analogies which connect new content to students' knowledge, interests, and school culture increases student learning. For student to be deeply engaged with content, they must participate in learning activities that challenge them to construct understanding. The grouping of students, use of instructional materials and resources, and the structure and pacing of lessons are critical elements in student engagement.
3E. Using "Instructional Theory" as a Framework for Learning. Elements: Uses Task Analysis to Determine Correct Level of Difficulty-Uses Diagnostic Activities to Determine Correct Level of Difficulty-Teach to the Objective-Monitors Student Learning-Adjusts the Instruction	To increase the probability that learning will take place, teachers have the responsibility to make the appropriate decisions through instruction. Those decisions will be enhanced through the use of the five performance elements for the instructional standard. The first of the five performance elements is using task analysis to break down the objective into its individual parts. The second element is using diagnostic activities to determine student proficiency at each segment. The third element is teaching to the objective. When the teacher is teaching to the objective, the teachers' actions, students' activities, and instructional materials all have the same focus. The focus is the objective as determined by the teachers' task analysis. The fourth element is monitoring student learning. When teachers are monitoring student learning, they are creating activities and materials, which are giving them feedback regarding the purpose of the objective. The fifth element is adjusting the instruction. After reflection on lesson effectiveness, the teacher makes decisions to increase student learning.

STANDARD 3: INSTRUCTION

COMPONENT RUBRIC

LEVELS OF PERFORMANCE

COMPONENTS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3A. Using of Principles of Learning	Teacher does not appear interested and fails to interest students. Lessons lack strategies that actively involve students in their learning. Student to student dialogue and student feedback is absent.	Teacher is interested in subject matter, but inconsistently communicates and uses learning targets and strategies to hook prior learning to new objectives of lesson. Teacher's feedback to students is sometimes timely and specific.	Teacher demonstrates interest and intentionally plans lessons that cognitively engage students and consistently fosters student success. Teacher's feedback to students is consistently timely and high quality.	Teacher is authentically enthused with content, teaching and learning. Instruction is highly activating and reinforcing from opening set to securing closure. Teacher's feedback is of high quality and students make use of feedback in their learning.
3B. Communicating Clearly and Accurately	Teacher's oral and written communication contains errors or is unclear or inappropriate to students.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanation to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconception.
3C. Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion and moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
3D. Engaging Students in Learning	Students are not all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representation of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and material, instructive representations of content, and suitable structure and pacing of the lessons.	Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities and the materials. The structure and pacing of the lesson allows for student reflection and closure.
3E. Using "Instructional Theory" as a Framework for Learning	No observable indication of task analysis or diagnosis to determine correct level of difficulty. Teaching was incongruent and irrelevant to the objective. Teacher did not monitor and adjust instruction to the needs of the students.	Task analysis was used to determine learning activities and correct level of difficulty. Most teacher actions are relevant and congruent to learning objective. Most teacher decisions reflect adjustments based on student feedback.	Task analysis is used consistently to determine learning activities and correct level of difficulty. Teacher's lessons are consistently congruent to the objective. Teacher bases adjustments on student needs.	Students are highly engaged throughout the lesson. This is as a result of task analysis, diagnosis, teaching to the objective and monitoring and adjusting appropriately to each students needs. Two-way feedback is of high quality and allows for student reflection and closure.

STANDARD 3: INSTRUCTION

Component:

3A: Using Principles of Learning

Elements: Motivation (Anticipatory Set, Reinforcement), Active Participation (Modeling, Feeling Tone, Level of Concern, Interest, Knowledge of Learning Results).

LEVELS OF PERFORMANCE				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Motivation (Anticipatory Set, Reinforcement)	Teacher does not appear interested and does not provide an introduction that activates student interest.	Teacher is interested in subject matter and provides a set that gets the student's attention.	Teacher is interested in subject matter and intentionally plans a set that activates and reinforces student engagement.	Teacher is authentically enthused with content, teaching, and learning. Instruction is highly activating and reinforcing from opening set to securing closure.
Active Participation (Modeling, Feeling Tone, Level of Concern, Interest, Knowledge of Learning Results)	Teacher does not provide opportunities for students to actively participate in planned and prepared learning.	Teacher provides learning that is inconsistently communicated, modeled, and positively perceived by students.	Teacher provides instruction and learning activities that are consistently communicated and modeled. Almost all students are cognitively engaged and consistently reflect knowledge of learning results.	Teacher provides instruction and learning activities that students embrace. Teacher models a positive, open climate that generates dialogue, student interest, and knowledge of learning results.
Transfer (Retention, Securing Closure)	Teacher does not make connections to prior learning. Lesson does not foster student's success, and feedback is absent.	Teacher intentionally links past to present learning. Teacher plans for the success of some students and elicits student feedback.	Teacher provides activities that align past to present learning. Teacher plans for the success of most students, elicits student feedback, and adjusts instruction based on student response.	Students independently apply learning to other learning activities. Teacher consciously plans for success of all students. Teacher uses closure activities to elicit feedback from all students.

STANDARD 3: INSTRUCTION

Component:

3B: Communicating Clearly and Accurately

Elements: Directions and Procedures, Oral and Written Language

LEVELS OF PERFORMANCE				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Directions and Procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after students were initially confused or procedures were excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct, but limited, or it is not appropriate to students' age or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teachers' spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

STANDARD 3: INSTRUCTION

Component:

3C: Using Questioning and Discussion Techniques

Elements: Quality of Questions and Discussion, Student Participation

LEVELS OF PERFORMANCE				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Quality of Questions and Discussion	Teacher's questions are virtually all of poor quality, which require only recall.	Teacher's questions are combination of low and high quality. Level of discussion is uneven.	A variety of all level questioning with emphasis on higher level thinking. Students are given adequate time to respond.	Teacher demonstrates a true understanding of Bloom's Taxonomy and its use in developing higher level thinking and discussion.
Student Participation	Only a few students participate in a low level discussion.	Students' responses are limited and generally demonstrate lower level thinking.	Students are actively engaged in the discussion and often give higher level responses.	Students clarify, question, and build upon other's comments. All students are engaged actively by listening or by productive speaking. Most of the discussion demonstrates higher level thinking.

STANDARD 3: INSTRUCTION

Component:

3D: Engaging Students in Learning

Elements: Representation of Content, Activities and Assignments, Grouping of Students, Instructional Materials and Resources, Structure and Pacing

LEVEL OF PERFORMANCE				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Representation of Content	Representation of content is inappropriate and unclear or teacher uses poor examples and analogies.	Representation of content is inconsistent in quality; some instruction is done skillfully, with good examples, while other portions are difficult to follow.	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.
Activities and Assignments	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	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.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
Grouping of Students	Instructional groups are inappropriate for the students or for the instructional goals.	Instructional groups are only partially appropriate for the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate for the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
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 students mentally.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes.
Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is appropriate for most students.	The lessons structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

STANDARD 3: INSTRUCTION

Component:

3E: Using “Instructional Theory as a Framework for Learning

Element: Uses Task Analysis to Determine Correct Level of Difficulty, Uses Diagnostic Activities to Determine Correct Level of Difficulty, Teaches to the Objective, Monitors Student Learning, Adjusts the Instruction

LEVELS OF PERFORMANCE				
Elements	Unsatisfactory	Basic	Proficient	Distinguished
Uses Task Analysis to Determine Correct Level of Difficulty	No observable indication that a task analysis is used.	It is evident that a task analysis is used to determine the correct level of difficulty.	It is evident that a task analysis is used consistently to determine the correct level of difficulty.	It is evident that a task analysis is always used to determine the correct level of difficulty.
Uses Diagnostic Activities to Determine Correct Level of Difficulty	No diagnostic activities are observed within the lesson.	Diagnostic activities are observed within the lesson.	Diagnostic activities are consistently observed within each lesson.	Teacher has clearly developed a repertoire of diagnostic activities, which help determine the correct level of difficulty.
Teaches to the Objective	Teachers’ actions/ activities are incongruent and irrelevant to the objective.	Teachers’ actions/ activities are relevant and congruent to the objective.	Teachers’ actions/ activities are consistently relevant and congruent to the objective.	Teachers’ actions/ activities are always relevant and congruent to the objective.
Monitors Student Learning	No evidence of teacher monitoring. The instructional activities are not based on student feedback and behavior.	Teacher monitors instructional activities based on student feedback and behavior.	Teacher consistently monitors student learning.	Teacher consistently monitors student learning and adjusts to individual student needs.
Adjusts the Instruction	Teacher decisions do not reflect adjustments based upon student feedback and behavior.	Most teacher decisions reflect adjustments based upon student feedback and behavior.	Teacher decisions consistently reflect adjustments based upon student feedback and behavior.	Teacher decisions consistently reflect adjustments based upon student feedback and behavior, and those decisions are consistently of high quality.

STANDARD 4. PERSONAL AND PROFESSIONAL PRACTICE

COMPONENT RATIONALE

Component/Elements	
4A. Contributing to the Students, Building, and District Elements: Advocacy for Students-Relationships with Colleagues-Service to the School-Participation in School District Projects	Teachers' duties extend beyond their classroom doors. Educators find their days extend beyond classroom hours. Teachers have extensive and highly professional relationships with their colleagues, and the fabric of the school is one of mutual support and enhancement. Relationships with colleagues are an important element of teachers' contribution to the school and district. Professional educators are generous with their expertise and willingly share materials and insight, particularly with those less experienced than they. The focus of their work is the well being of students, and they collaborate with colleagues to that end. Professional educators make many contributions to the life of a school and many opportunities exist for educators to assume additional responsibilities to enhance the culture of the school.
4B. Demonstrating Appropriate Personal Qualities Elements: Attitudes-Health-Flexibility-Personal Appearance	Personal qualities contribute to the effectiveness of the teacher in and out of the classroom. Teachers are role models. Students' perception of teachers affects student attitudes, which influence behaviors. Teachers are expected to demonstrate positive and caring attitudes, model and promote mental and physical wellness, be flexible and present a professional appearance in dress and grooming.
4C. Communicating with Families Elements: Information about the Instructional Program-Information about Individual Students-Engagement of Families in the Instructional Program	Educators have long recognized that when they can enlist the participation of students' families in the educational process, student learning is enhanced. Although parents and guardians vary enormously in how active they are in their children's learning, most care deeply about the progress of their children. Communication with families involves keeping them informed of events, classroom procedures and grading systems. Sometimes parents are reluctant to come to the school. Overcoming this reluctance requires a deliberate outreach, carried out with sensitivity and goodwill. Teachers must keep parents informed about the academic and social progress of their children. Schools have formalized procedures for reporting to parents, and many teachers supplement these systems with additional information. When parents express specific concerns about their children in school, it is because they care deeply about their child's progress. Communication with families must be two way and occur both at times of success and difficulty.
4D. Demonstrating Professional Qualities Elements: Accurately Reflecting on Teaching-Using Reflection in Future Teaching-Using Reflection in Future Teaching-Carrying Out Assigned Building and District Responsibilities and Directives-Following Building and District Policies and Procedures	Teacher reflection must follow any instructional event. During reflection, the teacher considers if their goals were met and if a lesson worked. Sensitivity to the engagement of students both in quantity and quality helps teachers know to what extent the approaches they used were successful and what adjustments need to be made. With experience, teachers learn to evaluate their successes as well as their limitations. This constant process and personal commitment to improvement is the true benefit of reflection. By trying to understand the consequences of actions and by contemplating alternative courses of action, teachers expand their repertoire of practice and effectiveness. In addition to being responsive and responsible to students, highly professional teachers demonstrate a commitment to the established professional standards. Professional educators maintain an open mind, carrying out to the best of their abilities assigned building and district responsibilities and directives. Teachers display their professionalism through their daily interactions. Professional Teachers carry out district policies and procedures.
4E. Growing and Developing Professionally Elements: Advocacy for Students-Relationships with Colleagues-Service to the School-Participation in School and District Projects	Continuing development is the mark of a true professional. Educators committed to their profession invest much energy in staying informed and increasing their skills. They are in a position to exercise leadership among colleagues. Content knowledge is one area where educators can grow and develop professionally. Superficial content knowledge is insufficient for good teaching; deeper understanding is essential. All Teachers can profit from learning more about the subjects they teach. Teachers committed to expanding their professional knowledge will undertake serious study of their students' learning and find ways to share their findings with colleagues.
4F. Maintaining Accurate Records Elements: Student Completion of Assignment-Students Progress in Learning-Noninstructional Records	Teachers need to keep accurate records. Records inform others, assess student performance, and enable teachers to respond to student needs. When teachers make assignments, they must keep track of which students have completed which assignments. Teachers must also keep track of student learning so that they know which parts of the curriculum students have learned, and which are still awaiting understanding. A system for monitoring student progress must align with the teacher's and the school district's approach to assessment. Records of student progress enable a teacher to provide information to families. Records must also be maintained on the noninstructional activities. Teachers are also required to complete paperwork, such as inventories and ordering supplies, in an accurate and timely fashion.

STANDARD 4: PERSONAL AND PROFESSIONAL PRACTICE

COMPONENT RUBRIC

LEVELS OF PERFORMANCE

COMPONENTS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4A. Contributing to the Students Building and District	Teacher utilizes practices that do not contribute to the well being of students. Teacher's relationships with peers are negative or self-serving, and teacher avoids being involved in school and district projects.	Teacher attempts to utilize practices that contribute to the well being of students. Teacher's relationships with colleagues are cordial, and teacher participates in school and district events and projects when specifically requested.	Teacher consistently utilizes practices and works within a team to insure the well being of students. Teacher participates actively in school and district projects, and maintains positive relationships with colleagues.	Teacher assumes a leadership role by challenging negative attitudes and models professional practices. Teacher makes a substantial contribution to school and district events and, assumes leadership with colleagues.
4B. Demonstrating Appropriate Personal Qualities	Teacher does not maintain self-control, flexibility, personal appearance or mental and physical health sufficient to perform assigned duties.	Teacher exhibits generally positive and caring attitude, flexibility, and mental and physical health sufficient to perform duties. Teacher follows building and district guidelines regarding appearance and conduct.	Teacher demonstrates consistently a positive and caring attitude, possesses mental and physical health and the ability to adapt and serve as a positive role model.	Teacher promotes a positive and caring atmosphere in the school and district. Teacher promotes total wellness and professional appearance and conduct within the community.
4C. Communicating with Families	Teacher provides little or no information to families and makes no attempt to engage them in the instructional program.	Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program.	Teacher communicates frequently with families and successfully engages them in the instructional program.	Teacher communicates frequently and sensitively with families and successfully engages them in the instructional program; students participate in communicating with families.
4D. Demonstrating Professional Qualities	Teacher does not reflect for lesson improvement on the lesson or propose ideas. Teacher resents directions or suggestions, attends meetings with inconsistency and does not follow proper protocol for resolving concerns. Does not adhere to attendance policies.	Teacher's reflection on the lesson is generally accurate, and teacher makes global suggestions as to how it might be improved. Teacher meets minimal requirements and responsibilities and is in minimal compliance with policies and procedures. Attendance is regular.	Teacher reflects accurately on the lesson, citing general characteristics and makes some specific suggestions about how it might be improved. Teacher contributes positively to students, building and district. Teacher seeks directions when needed and complies with policies and procedures.	Teacher's reflection on the lesson is highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies for improving instruction. Teacher is a leader and goes "above and beyond" assigned responsibilities.
4E. Growing and Developing Professionally	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	Teacher's participation in professional development activities is limited to those that are convenient.	Teacher participates actively in professional development activities and contributes to the profession.	Teacher makes a substantial contribution to the profession through such activities as action research and mentoring new teachers, and actively pursues professional development.
4F. Maintaining Accurate Records	Teacher has no system for maintaining accurate records, resulting in errors and confusion.	Teacher's system for maintaining accurate records is rudimentary and only partially effective.	Teacher's system for maintaining accurate records is efficient and effective.	Teacher's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance.

STANDARD 4: PERSONAL AND PROFESSIONAL PRACTICE

Component:

4A. Contributing to Students, Building, and District

Elements: Advocacy for Students, Relationships with Colleagues, Service to the School, Participation in School and District Projects

LEVEL OF PERFORMANCE				
Elements	Unsatisfactory	Basic	Proficient	Distinguished
Advocacy for Students	Teacher utilizes school practices in a manner that does not contribute to the well-being of students.	Teacher attempts to utilize school practices that contribute to the well-being of students.	Teacher consistently utilizes school practices and works within the context of a particular team or department to ensure the well-being of students.	Teacher assumes a leadership role by challenging negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
Relationships with Colleagues	Positive relationships with colleagues are lacking or nonexistent.	Teacher maintains cordial relationships with colleagues to fulfill the duties the school or district requires.	Relationships with colleagues are characterized by support and cooperation.	Relationships with colleagues are characterized by support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
Service to the School	Teacher chooses not to participate in school events.	Teacher participates in school events when specifically asked.	Teacher makes a substantial contribution through voluntary participation in school events.	Teacher makes a substantial contribution through voluntary participation in school events and assumes a leadership role in at least some aspect of school life.
Participation in School and District Projects	Teacher chooses not to participate in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher makes a substantial contribution through voluntary participation in school and district projects.	Teacher makes a substantial contribution through voluntary participation in school and district projects and assumes a leadership role in a major school or district project.

STANDARD 4: PERSONAL AND PROFESSIONAL PRACTICE

Component:

4B. Demonstrating Appropriate Personal Qualities

Elements: Attitudes, Health, Flexibility, Personal Appearance

LEVELS OF PERFORMANCE				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Attitudes	Teacher does not maintain self-control in school settings and uses inappropriate language.	Teacher has a generally positive and caring attitude in the school setting and uses appropriate language.	Teacher consistently has a positive and caring attitude and serves as a role model for others in the school.	Teacher demonstrates a positive and caring attitude in the school district and in developing community relationships.
Health	Teacher does not possess the mental and physical health sufficient to perform assigned duties.	Teacher possesses the mental and physical health sufficient to perform assigned duties.	Teacher possesses the qualities of mental and physical health, serves as a role model for others, and participates in wellness opportunities.	Teacher possesses the qualities of mental and physical health, serves as a role model for others, and participates in wellness opportunities. Teacher promotes mental and physical opportunities to others.
Flexibility	Teacher does not demonstrate the willingness to adapt and share.	Teacher demonstrates the ability to adapt and share in most situations.	Teacher demonstrates the ability to adapt and share consistently in situations within the building and district.	Teacher promotes and anticipates opportunities to adapt and share in the building, district, and community.
Personal Appearance	Teacher does not follow building and district guidelines regarding appearance and conduct, and this distracts student learning.	Teacher follows building and district guidelines regarding appearance and conduct.	Teacher consistently models building and district guidelines regarding appearance and conduct.	Teacher promotes building and district guidelines regarding appearance and conduct within the community.

STANDARD 4: PERSONAL AND PROFESSIONAL PRACTICE

Component:

4C. Communicating with Families

Elements: Information about Instructional Program, Information about Individual Students, Engagement Of Families in the Instructional Program.

LEVELS OF PERFORMANCE				
Element	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.	With documentation, 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. Relationship building is apparent.
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 attempt 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.

STANDARD 4: PERSONAL AND PROFESSIONAL PRACTICE

Component:

4D. Demonstrating Professional Qualities

Elements: Accurately Reflecting on Teaching, Using Reflection in Future Teaching, Carrying Out Assigned Building and District Responsibilities and Directives, Following Building and District Policies and Procedures

LEVELS OF PERFORMANCE				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Accurately Reflecting on Teaching	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 achieves its goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
Using Reflection in Future Teaching	Teacher has no suggestion for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what he/she may try another time. Teacher is able to determine the weak components of a lesson.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable success of different approaches.
Carrying Out Assigned Building and District Responsibilities and Directives	Teacher does not accept or resent directions or suggestions. He/she attends meetings (faculty, curriculum, department, grade level, staffings) with inconsistency and does not follow proper protocol for resolving concerns.	Teacher meets minimal requirements of responsibilities and directive associated with position.	Teacher carries out assigned responsibilities and contributes positively to students, building, and district. He/she seeks directives when needed.	Teacher demonstrates a high level of professional leadership and goes "above and beyond" assigned responsibilities.
Following Building and District Policies and Procedures	Teacher does not adhere to assigned hours and attendance. Teacher is unfamiliar with policies and procedures appropriate to assignment.	Teacher is in minimal compliance with policies and procedures and is regular in attendance.	Teacher complies fully and effectively with policies and procedures.	Teacher complies fully and effectively with policies and procedures. Teacher is a strong advocate for procedures through modeling and leadership.

STANDARD 4: PERSONAL AND PROFESSIONAL PRACTICE

Component:

4E: Growing and Developing Professionally

Elements: Enhancement of Content Knowledge and Pedagogical Skill, Service to the Profession

LEVEL OF PERFORMANCE				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Enhancement of Content Knowledge and Pedagogical Skill	Teacher engages in less than the required professional development activities sponsored by the school district.	Teacher participates in district-sponsored professional activities.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill beyond district-sponsored professional activities.	Teacher seeks out opportunities for professional development and implements those skills, methods, and strategies in his/her classroom and/or at the building and district level. Teacher shares learning skills with others.
Service to the Profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher contributes to the profession in limited ways..	Teacher is an active participant in professional organizations and actively assists other educators.	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.

STANDARD 4: PERSONAL AND PROFESSIONAL PRACTICE

Component:

4F. Maintaining Accurate Records

Elements: Student Completion of Assignments, Student Progress in Learning, Non-instructional Records

LEVEL OF PERFORMANCE				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Student Completion of Assignments	Teacher's system for maintaining information on student completion of assignment is not clearly defined and confusing.	Teacher's system for maintaining information on student completion of assignments is unclear. He/she communicates basic student information to necessary parties.	Teacher's system for maintaining information on student completion of assignment involves the use of a variety of methods to record student work.	Teacher's system for maintaining information on student completion of assignment involves the use of a variety of methods to record student work. This variety of methods reflects consideration of individual student needs. Students are involved in the maintenance of their assignment record.
Student Progress in Learning	Teacher's system for maintaining information on student progress in learning is not clearly defined and confusing.	Teacher's system for maintaining information on student progress in learning is clear and understood by students and parents.	Teacher's system for maintaining information on student progress in learning involves a variety of methods to assess and report student progress.	Students contribute information and provide interpretation of the records. Student Progress information uses a variety of methods to assess and report.
Non-instructional Records	Teacher's records for noninstructional activities result in errors and confusion. Records are found to be incomplete and do not provide the necessary information.	Teacher's records for noninstructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's system for maintaining information on noninstructional activities is always complete, accurate, and prompt.	Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance. Teacher works to develop new methods to record noninstructional information to maximize use of time and shares these methods with others.

KEARNEY PUBLIC SCHOOLS

GOAL SETTING FORM

Teacher: _____ Administrator: _____

Grade Level(s): _____ Subject: _____ Date: _____

Mentor (1st Year Teacher) _____ School Year: _____

Directions to the Teacher and Principal: ☐ Adm. Directed ☐ Teacher Directed ☐ Mutual Goal

Teachers are expected to set goals. This form is to be completed by the teacher and shared with the principal during the initial Goals Conference. The number of goals is determined by the teacher with principal input. One goal per teacher is suggested unless directed otherwise by the administration.

Goals are due as directed by the Administrator.

Growth Goal: _____

This goal addresses components in: (Circle One)

- ☐ Standard 1: Planning & Preparation ☐ Standard 3: Instruction
☐ Standard 2: The Learning Environment ☐ Standard 4: Personal and Professional Practice

I. Activities and/or Steps to be taken:

II. Resources Needed:

III. Artifacts/Documentation to Demonstrate Goal Achievement:

IV. Time/Deadline:

To be completed by the Teacher and Principal

Goal Conference Notes	
Date: _____	Initials: _____ / _____ Teacher Principal
Date: _____	Initials: _____ / _____ Teacher Principal
Date: _____	Initials: _____ / _____ Teacher Principal

KEARNEY PUBLIC SCHOOLS
PROFESSIONAL GROWTH FORM INFORMATION

Each certified staff member must complete 90 clock hours of Professional Growth in a six - year period to meet the requirements of Nebraska School Law §79-830. In 1996 a revision of the KPS Professional Growth procedure was completed. In 2001-02 the procedure was included in the Teacher Evaluation and Supervision Model to reinforce its significance to the professional development of teachers. The following directions apply in determining the count of contact hours:

GROWTH POINTS:

Growth points are awarded for the following activities:

1. COLLEGE COURSE WORK: Each hour of college course work is valued at 15 hours.
A 3 credit hour course is valued at 45 clock hours.
2. DISTRICT COURSE WORK: Each hour of district course work is valued at the clock hours spent in class.
3. EDUCATIONAL WORKSHOPS: Hours spent at the workshop are counted as clock hours. For example, a six-hour workshop would count at 6 contact hours.
4. COLLEGE OR DISTRICT TEACHING: A 15 hour district course taught for the district would count as 15 contact hours.
5. TEACHING ADULT EDUCATION CLASSES: Hours spent teaching the classes are counted as contact hours.
6. CONDUCTING WORKSHOPS: Hours spent conducting the workshops are counted as contact hours.
7. PROFESSIONAL WORK WITH KPS COMMITTEES: Committee members are asked to log the hours they spend in committee work. District Committee chairmen are asked to furnish participants with a summary certificate of the hours spent as documentation for the participant's professional growth.
8. SUPERVISION OF A STUDENT TEACHER: The experience of supervision of a Student Teacher will be valued at 10 contact hours. This is an exception to the hour for hour contact credit.

Please complete the entries for your Professional Growth folder as you participate in the activity. This will keep your record accurate and up to date. If you have any questions, please see your building Principal/Supervisor or call Human Resources at 237-6006.

KEARNEY PUBLIC SCHOOLS
PROFESSIONAL GROWTH POINTS

NAME: _____ POSITION: _____ SITE: _____

Professional Growth Period: From JUNE 1, _____ through MAY 31, _____

Date	Professional Growth Activity	Category: 1,2,3,4,5,6,7,8	Clock Hours	Total to Date

GRAND TOTAL OF CLOCK HOURS: _____

SIGNATURES: _____
CERTIFIED STAFF MEMBER / DATE
ADMINISTRATOR / DATE

Every 6 years certified employees shall give evidence of professional growth. Six semesters hours (90 clock hours) of college credit shall be accepted as evidence of professional growth or, in the alternative, such other activities as are approved by the school board. (NSL§79-830). Please use this folder to insert documentation of the activities in which you have participated. Additional folders are available from the Human Resource Office.

When you have accumulated 90 contact hours, please submit your record to your building principal/supervisor for their signature and then forward your file to Human Resources. You will receive a letter from Human Resources confirming your completion of this requirement. Your file will be returned to you. A copy of this completed form will be inserted in your Central Office Employee file. Failure to comply with the requirements for Professional Growth will be addressed under Standard Four of the KPS Evaluation Model.

SIGNATURE: _____
 Human Resource Director / Date

- ☐ File Returned to Employee
☐ Copy to Principal /Administrator for Building file

**KEARNEY PUBLIC SCHOOLS
PRE-OBSERVATION FORM
REQUIRED FOR FORMAL OBSERVATIONS**

Teacher _____ Observer _____

Grade Level(s) _____ Subject(s) _____ Date _____

DIRECTIONS TO THE TEACHER:

Please answer these questions concerning the lesson to be observed. Return this form to your principal prior to the observation. A pre-observation conference may be requested by either party.

1. Standard / Benchmark _____

2. What is the objective of the lesson?

3. Is this a new, review or extension lesson?

4. How will you determine if the objective was achieved?

5. What methods/activities will you use to achieve the objective?
6. What assessment will be used to demonstrate objective achievement?
7. Are there any special circumstances of which I should be aware ? Are there any specific teaching behaviors you would like me to observe?
8. Are there any modifications/accommodations for special learning styles or needs that will be made for this lesson?
9. Is there anything I can do during this observation to make you feel as comfortable as possible?
10. Other comments:

KEARNEY PUBLIC SCHOOLS

OBSERVATION FORM

Teacher _____ Observer _____

π Probationary π Permanent

Grade _____ Subject _____ Date _____ Start Time _____
End Time _____

1. <u>Standard One: Planning and Preparation</u> Components/Elements <i>Demonstrates Knowledge of Curriculum Standards and Requisite Pedagogy</i> • Knowledge of Content • Knowledge of State & District Curriculum Requirements • Knowledge of Content-Related Pedagogy (methodology) <i>Demonstrates Knowledge of Students</i> • Knowledge of Characteristics of Age Group • Knowledge of Students' Varied Approaches to Learning • Knowledge of Student's Skills and Knowledge • Knowledge of Students' Interests and Cultural Heritage <i>Assesses Student Learning</i> • Congruence with Instructional Goals • Criteria and Standards • Use for Planning <i>Selects Instructional Goals</i> • Value • Clarity • Suitability for Diverse Students • Balance <i>Designs Coherent Instruction</i> • Instructional Materials and Resources • Learning Activities • Instructional Groups • Lesson and Unit Structure • Resources for Students	Comments:
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2. <u>Standard Two: The Learning Environment</u> Components/Elements <i>Creates an Environment of Respect and Rapport</i> • Teacher Interaction with Students • Student Interaction <i>Establish a Culture for Learning</i> • Expectations Learning and Achievement • Expectations for Risk Taking • Importance of Content • Student Pride in Work <i>Manages Classroom Procedures</i> • Management of Instructional Groups • Management of Time and Transitions • Management of Materials and Supplies <i>Manages Student Behavior</i> • Expectations • Monitoring of Student Behavior • Response to Student Misbehavior • Communication	Comments:
3. <u>Standard Three: Instruction</u> Components/Elements <i>Uses Principles of Learning</i> • Motivation (Anticipatory Set, Reinforcement) • Active Participation (Modeling, Feeling Tone, Level of Concern, • Interest, Knowledge of Learning Results) • Transfer (Retention, Securing Closure) <i>Communicates Clearly and Accurately</i> • Directions and Procedures • Oral and Written Language <i>Uses Questioning and Discussion Techniques</i> • Quality of Questions and Discussion • Student Participation <i>Engages Students in Learning</i> • Representation of Content • Activities and Assignments • Grouping of Students • Instructional Materials and Resources • Structure and Pacing <i>Uses “Instructional Theory” as a Framework for Learning</i> • Task Analysis to Determine Correct Level of Difficulty • Uses Diagnostic Activities to Determine the Correct Level of Difficulty • Teaches to the Objective • Monitors Student Learning • Adjusts the Instruction	Comments:

KEARNEY PUBLIC SCHOOLS
POST-OBSERVATION FORM
REQUIRED FOR FORMAL OBSERVATION

Teacher _____ Observer _____

Grade Level(s) _____ Subject(s) _____ Date _____

DIRECTIONS TO THE TEACHER:

Please answer the following questions concerning the lesson that was observed. Your response will serve as the basis for conversation during the Post-observation Conference. Please bring **TWO COPIES** to our conference so both parties can record notes. Also, please bring relevant artifacts (i.e., any handouts, assignments or assessments related to the lesson.

1. In general, how successful was the lesson? Did the students learn what you intended them to learn?

2. To what extent were your goals and objectives appropriate for your students?

3. To what extent were your assessment strategies effective? Would you make any changes in your approach to assessment? If so, what changes would you make, and why?

4. Please comment on your classroom procedures, your use of physical space, and the student's conduct. To what extent did the classroom environment contribute to student learning?

5. Did you make modifications to your plan during the lesson? If so, what were they, and what motivated these changes?

6a. How was appropriate feedback provided to students?

6b. Please describe an instance in which your feedback positively impacted a student's learning.

Signatures:

Teacher _____ **Date:** _____

Principal _____ **Date:** _____

Copies to: **Teacher**
 Principal

KEARNEY PUBLIC SCHOOLS

Summative Self-Assessment Worksheet

Teacher: _____ Position: _____ Date: _____ Administrator: _____

☐ Probationary ☐ Permanent

Thoughtfully reflect on your teaching performance in all four Standards. Complete the Self-Assessment by using the performance tables found in the TSEM handbook. This form is to be completed by Probationary Teacher once each semester of the first three years of service and by Permanent Teacher's one time in the four-year evaluation cycle. Be prepared to discuss your performance in all four Standards during the Summative Conference. Submit this form to your Principal/Supervisor **before** the Summative Conference.

Key: U = Unsatisfactory B = Basic P = Proficient D = Distinguished

STANDARD 1: PLANNING AND PREPARATION

U	B	P	D	
				1a. Demonstrate Knowledge of Curriculum Standards and Requisite Pedagogy
				1b. Demonstrate Knowledge of Students
				1c. Assess Student Learning
				1d. Select Instructional Goals
				1e. Designing Coherent Instruction

Overall Performance in Standard 1: __ Unsatisfactory
(Check one) __ Satisfactory

Reflection:

STANDARD 2: THE LEARNING ENVIRONMENT

U	B	P	D	
				2a. Creating an Environment of Respect and Rapport
				2b. Establishing a Culture for Learning
				2c. Managing Classroom Procedures
				2d. Managing Student Behavior

Overall Performance in Standard 2: __ Unsatisfactory
(Check one) __ Satisfactory

Reflection:

STANDARD 3: INSTRUCTION

U	B	P	D	
				3a. Using Principles of Learning
				3b. Communicating Clearly and Accurately
				3c. Using Questioning and Discussion Techniques
				3d. Engaging Students in Learning
				3e. Using "Instructional Theory" as a Framework for Learning

Overall Performance in Standard 3: ☐ Unsatisfactory
(Check one) ☐ Satisfactory

Reflections:**STANDARD 4: PERSONAL AND PROFESSIONAL PRACTICE**

U	B	P	D	
				4a. Contributing to the Students Building and District
				4b. Demonstrating Appropriate Personal Qualities
				4c. Communicating with Families
				4d. Demonstrating Professional Qualities
				4e. Growing and Developing Professionally
				4f. Maintaining Accurate Records

Overall Performance in Standard 4: ☐ Unsatisfactory
(Check one) ☐ Satisfactory

Reflections:

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Kearney Public Schools Summative Evaluation

Check One:

- ☐ Comprehensive Summative
- ☐ Standard(s) Specific Summative

Teacher _____

Evaluator _____

Building(s) _____

Assignment _____

Status:

Probationary Teacher _____

Permanent Teacher _____

Probationary Teacher Assistance _____

Permanent Teacher Assistance _____

School Year: 20____ - 20____

Overall Performance:

- ☐ Satisfactory
- ☐ Unsatisfactory

Recommendation:

- ____ Renewal
- ____ Non-renewal
- ____ Permanent Status
- ____ Termination
- ____ Teacher Assistance Track

Teachers are expected to read, sign and return all recorded documents that are part of the evaluation instrument. Such written signature will mean that the teacher has reviewed the document. Agreement will not be associated with the teacher's signature. A teacher may attach a written addendum within ten (10) working days to any one or all of the documents that require their written signature. In addition, teachers may request a copy of any of the forms or data used during the evaluation procedure.

Teacher's Signature

Date

Principal/Supervisor Signature

Date

Regulation
Revised: Fall 2001

KEARNEY PUBLIC SCHOOLS
KEARNEY, NEBRASKA

KEARNEY PUBLIC SCHOOLS

STANDARDS FOR PROFESSIONAL PRACTICE SUMMATIVE ASSESSMENT REPORT

☐ Comprehensive Summative

☐ Standard(s) Specific Summative

Assess the teacher in all standards as related to the KPS Teacher Supervision and Evaluation Model. Based on the evidence gathered, note the level of performance as described by the performance tables: (U=Unsatisfactory, B=Basic, P=Proficient, D=Distinguished) to rate all components in each standard. Rate each domain according to district expectations. Complete the narrative section.

Key: U = Unsatisfactory B = Basic P = Proficient D = Distinguished

Use “4” or “x” to mark

STANDARD 1: PLANNING AND PREPARATION

U	B	P	D	
				1a. Demonstrate Knowledge of Curriculum Standards and Requisite Pedagogy
				1b. Demonstrate Knowledge of Students
				1c. Assessing Student Learning
				1d. Selecting Instructional Goals
				1e. Designing Coherent Instruction

Overall Performance in Standard 1: ___ Unsatisfactory
(check one) ___ Satisfactory

STANDARD 3: INSTRUCTION

U	B	P	D	
				3a. Using Principles of Learning
				3b. Communicating Clearly and Accurately
				3c. Using Questions and Discussion Techniques
				3d. Engaging Students in Learning
				3e. Using “Instructional Theory” as a Framework for Learning

Overall Performance in Standard 3: ___ Unsatisfactory
(check one) ___ Satisfactory

STANDARD 2: THE LEARNING ENVIRONMENT

U	B	P	D	
				2a. Creating an Environment of Respect and Rapport
				2b. Establishing a Culture for Learning
				2c. Managing Classroom Procedures
				2d. Managing Student Behavior

Overall Performance in Standard 2: ___ Unsatisfactory
(check one) ___ Satisfactory

STANDARD 4: PERSONAL AND PROFESSIONAL PRACTICE

U	B	P	D	
				4a. Contributing to the Students Building and District
				4b. Demonstrating Appropriate Personal Qualities
				4c. Communicating with Families
				4d. Demonstrating Professional Qualities
				4e. Growing and Developing Professionally
				4f. Maintaining Accurate Records

Overall Performance in Standard 4: ___ Unsatisfactory
(check one) ___ Satisfactory

Narrative of Overall Performance: Narrative statements may include Reinforcement, Growth, Highlights, and Goals.

Signatures on Cover Sheet.

PLACEMENT ON INTENSIVE ASSISTANCE

In the event a certificated employee's performance is perceived by the principal to be less than satisfactory according to the standards of the Kearney Public Schools Teacher Supervision and Evaluation Model, the principal will inform the Superintendent and the Director of Human Resources regarding the certificated employee's substandard performance.

To describe the substandard performance, the Principal will prepare a Standard(s) Specific or Comprehensive Summative Evaluation. The Principal may write a Teacher Assistance Plan to address the performance deficiencies. The Director of Human Resources may assign an additional principal and mentor teacher to assist the Principal. The Teacher Assistance Plan form as found in the KPS Teacher Supervision and Evaluation Model will be used. This form includes the essential components of:

- A. Objectives for Performance Improvement
- B. Timelines for Improvement
- C. Roles and Responsibilities for all Participants
- D. Assessments of Employee Improvement
- E. Establishment of a Schedule of Conferences
- F. Signatures of all Conference Participants

The Principal will review the plan with the Director of Human Resources prior to conducting a conference with the teacher. A conference will be held with the teacher to review the Intensive Assistance Plan.

The Teacher Assistance Plan will outline the required steps and establish a timeline to improve performance. The Principal will review with the teacher the procedures for formal classroom observations, informal observations, data collections, clarification of assessment criteria and a definition of the roles for all parties included in the Teacher Assistance Plan. Copies of the Teacher Assistance Plan will be given to the teacher, placed in the building file, and sent to the Director of Human Resources.

II. Summary of Sequence of Events Regarding Utilization of Intensive Assistance:

- A. Principal notes less than satisfactory performance by certificated employee.
- B. Principal notifies the Superintendent and Director of Human Resources of employee's less than satisfactory performance.
- C. Principal writes a Standard Specific or Comprehensive Summative Evaluation.
- D. Principal writes Teacher Intensive Assistance Plan to address deficiencies.
- E. Principal reviews Teacher Intensive Assistance Plan with the Director of Human Resources.
- F. Principal conducts the Intensive Assistance Plan Conference with the employee.
- G. The timeline established in the plan is implemented.
- H. Employee progress is evaluated.
- I. Decision is made regarding employee status.

**KEARNEY PUBLIC SCHOOLS
TEACHER ASSISTANCE PLAN**

Teacher: _____ Date _____

Administrator: _____ Date _____

This form is required to be completed whenever a teacher's performance is considered to be less-than-satisfactory according to the recommendation stated on a Comprehensive or Standard-Specific Summative Evaluation based upon the Kearney Public Schools Standards of Professional Practice. The administrator establishes objectives, tasks, an implementation timeline, clarification of the roles and responsibilities for individuals included in the plan, and assessment criteria and procedures for performance improvement.

I. Statement of the Problem:

II. Objective(s) and Task(s) for Performance Improvement:

III. Timeline for Improvement:

IV. Roles and Responsibilities for the Implementation of the Plan

V. How will improvement be assessed?

VI. Scheduled Conference and Follow-up:

Teacher Signature

Date

Administrator Signature

Date

Copies: Teacher
 Employee's Building File
 Human Resources/Central Office File

**KEARNEY PUBLIC SCHOOLS
TEACHER ASSISTANCE PLAN/ CONFERENCE SUMMARY FORM**

Directions: The Principal will complete this form before and during the conference.

Teacher: _____ Administrator: _____ Date: _____

I. Objective(s) and Task(s) for Performance Improvement:

II. Teacher Summary of Performance Improvement (To be completed during the conference)

III. Conference Key Points:

IV. Plan of Action:

- V. Future Strategies:**
- ☐ Continue Current Teacher Assistance Plan
 - ☐ Write a Revised Teacher Assistance Plan
 - ☐ Significant Improvement has been made to the extent that the teacher can be removed from Teacher Assistance Plan status.

Teacher Signature

Date

Evaluator Signature

Date

Copies:

Teacher
Building File
Human Resources/Central Office File

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