

PAWNEE EVALUATION PLAN

I. START OF THE SCHOOL YEAR

- a. Prior to the first day of student attendance, or no later than 30 days after a teacher is hired if after the start of the school term a qualified evaluator must provide written notice, either paper or electronically, that a performance evaluation will be conducted in that school term to each teacher to be evaluated that year. The notice must include:
 - i. A copy of the rubric to be used to rate teacher against identified standards and goals, and other tools to be used to determine the performance evaluation rating.
 - ii. A summary of the manner in which measure of student growth and professional practice to be used in the evaluation relate to the performance evaluation ratings of “excellent”, “proficient”, “needs improvement” and “unsatisfactory.”
 - iii. A summary of the district’s procedures related to the provision of professional development in the event a teacher receives a “needs improvement” rating or remediation in the event a teacher receives an “unsatisfactory” rating, to include evaluation tools to be used during the remediation period.
 - iv. Teachers will be provided electronic access to Evaluwise within the first ten school days of the school year.
 - v. First year teachers will be provided a mentor teacher, except in circumstances where it is not practical to do so.

II. OBSERVATION REQUIREMENTS AND PROCEDURES

- a. Teacher’s duties and responsibilities and standards to which teacher is expected to conform, including:
 - i. Personal observation of the teacher in the classroom by the evaluator, unless the teacher has no classroom duties
 - ii. Attendance
 - iii. Planning
 - iv. Instructional methods/delivery
 - v. Classroom management
 - vi. Competency in the subject matter taught
- b. Please note a principal is not prohibited from evaluating any tenured or non-tenured teacher during the principal’s first year as a principal of a school
- c. Pre-Observation Requirements
 - i. Each formal observation must be preceded by a pre-observation conference between the qualified evaluator and the teacher
 - ii. Prior to the conference, the teacher shall submit a written lesson or unit plan and/or other evidence of planning for the instruction that will be conducted on the day of the formal observation, and make

recommendations for areas on which the qualified evaluator should focus during the observation.

- iii. During the pre-observation conference the qualified evaluator and the teacher shall discuss the lesson plan or instructional planning and any areas on which the qualified evaluator should focus during the observation
- d. Formal Observations
 - i. Each formal observation requires one of the following:
 - 1. Observation of teacher in his or her classroom for a minimum of 45 minutes at a time;
 - 2. Observation of the teacher during a complete lesson; or
 - 3. Observation during an entire class period
- e. Informal Observations
 - i. Following an informal observation, the evaluator must provide feedback to the teacher either in writing or orally within five school days.
 - 1. If the feedback is in written format, the evaluator must also provide the teacher with an opportunity to have an in-person discussion.
 - 2. Evidence gathered during an informal observation can only be considered in determining the teacher's performance evaluation rating if it is documented in writing.
- f. Post-Observation Requirements
 - i. Following a formal observation, the qualified evaluator must meet with the teacher within 10 school days to discuss the evidence collected about the teacher's professional practice. The evaluator must also provide feedback in writing (either electronically or in paper format)
 - ii. The qualified evaluator must share with the teacher any evidence collected and judgments made about the evidence during the post-observation conference
 - 1. The evaluator can only collect evidence during an observation that is consistent with the rubric set forth in the evaluation plan
 - iii. The teacher shall complete the self-assessment and reflection document and if applicable, provide the qualified evaluator with additional information or explanations about the presentation
 - iv. The qualified evaluator shall provide feedback to the teacher about the teacher's professional practice, including data and evidence specific to the areas of focus designated during the pre-observation conference.
 - v. If the qualified evaluator determines that the data and evidence collected to date may result in the teacher receiving either a "needs

improvement or “unsatisfactory” performance evaluation rating, the qualified evaluator must notify the teacher of that determination.

- g. Number of Required Observations
 - i. Tenured Teacher
 - 1. “Excellent” or “Proficient” in last evaluation rating:
 - At least two observations in the evaluation cycle
 - At least one must be formal
 - 2. “Needs Improvement” or “Unsatisfactory” in last evaluation rating:
 - At least three observations in year immediately following assignment of rating
 - At least two must be formal
 - ii. Non-Tenured Teachers:
 - 1. Non-tenured teachers are evaluated every year until they become tenured
 - 2. A minimum of three observations each school year
 - 3. At least two must be formal observations

III. ATTAINMENT OF TENURE

- a. Tenure may be acquired in one of two ways
 - i. In four years of being rated “Proficient” or “Excellent” a teacher may be recommended for tenure after the fourth year.
 - ii. In three years by being rated “Excellent” in each of the first three probationary teaching years.
- b. A teacher who was employed in another district and acquired tenure from that district may receive tenure in a new district after two years if:
 - i. The teacher receives overall ratings of “Excellent” in each of his or her first two annual evaluations in the new school district; and
 - ii. The teacher voluntarily departed or was honorably dismissed from the district at which he or she worked immediately prior to beginning employment at the new district; and
 - iii. The teacher was rated “Proficient” or “Excellent” in each of his or her last two years of service in the teacher’s former school district.
- c. If a probationary teacher’s performance does not qualify the teacher for tenure, the teacher shall not receive tenure and shall be dismissed
- d. A teacher’s performance shall be deemed “Proficient” for purposes of attaining tenure for any school term that a district fails to evaluate the teacher as required.
- e. A teacher must work a minimum of 120 days in order for the school year to count toward tenure. Leaves taken under the Family Medical Leave Act are considered days worked for this purpose.
- f. Written notices of dismissal specifying the reason for non-renewal must be provided to:
 - i. The teacher in their fourth year of probationary service

- ii. The teacher in their third year of probationary service and who have been rated “Excellent” in each of the first three years.

IV. STUDENT GROWTH

- a. Student growth is a significant factor in the rating of the teacher’s performance
 - i. The Pawnee PERA committee agreed that student growth will count 30% of the teacher performance rating.
- b. Timeline
 - i. Assessment Submission
 - 1. On or around September 1
 - ii. Mid-Year Check
 - 1. On or around November 15
 - iii. Final Measure
 - 1. On or before January 31
 - iv. Summative Rating
 - 1. Tenured
 - a. No later than seventy-five days prior to the ending of the school year
 - 2. Non-Tenured
 - a. No later than March 1
- c. Assessments
 - i. Teacher must identify at least two types of assessment for evaluating student growth
 - ii. Teacher must choose at least one Type II and one Type III assessment. If no Type II assessment can be identified, the evaluation plan shall require at least two Type III assessments.
 - 1. Examples of Type II Assessments
 - a. Grade Level Vocabulary
 - b. Department Level Vocabulary
 - c. Textbook Pre-Test/Post Test
 - d. Department of Grade Level Common Assessment
 - e. Aimsweb
 - f. Constitution Test
 - g. Pre-K Checklist
 - h. Fast Math
 - i. Critical 55
 - 2. Examples of Type III Assessments (SLO’s)
 - a. Teacher Created Pre-Test/Post Test
 - b. DRA
 - c. Subject Based Teacher Created Vocabulary Tests/Concept Tests
 - d. Pre-K TS Gold
 - e. Project-Based Assessment

- iii. Teachers must fill out the appropriate Type II and Type III forms located on Evaluwise prior to meeting on September 1.
- iv. Teachers may use the Type II and Type III spreadsheet as provided by the qualified administrator to record Student Growth and Student Growth Goals.
- v. For purposes of Student Growth, three Tiers have been agreed to by the Pawnee Joint Committee
 - 1. Tier I-General Ed and Resource (Case by Case)
 - 2. Tier II-Free and Reduced, ESL, IEP, Low Attendance
 - 3. Tier III-Truant, Direct Instruction, Students w/aide
 - a. Tier II and Tier III students can be excluded from Student Growth goals as long as it is discussed with the qualified evaluator during or before the mid-term meeting.
- vi. For purposes of student growth, the requirements do not apply to teachers who hold a professional educator license endorsed for school support personnel issued under Article 21B of the School Code AND are assigned to an area designated as requiring this endorsement (e.g. school counselor, school psychologist, nonteaching school speech and language pathologist, school nurse, school social worker, school marriage and family counselor, etc.).

V. SUMMATIVE EVALUATION

- a. The qualifying evaluator and the teacher must agree to conduct the final summative post-observation conference within 10 school days of the final observation, unless a different time is agreed upon by the qualified evaluator and the teacher.
- b. The overall summative evaluation rating will be “Excellent”, “Proficient”, “Needs Improvement”, or “Unsatisfactory.”
- c. The overall summative rating is based on 388 total points with Professional Practice counting for 70% and Student Growth Counting for 30%
 - i. For the Professional Practice scoring, Domain I and Domain IV will count single.
 - ii. For the Professional Practice scoring, Domain II and Domain III will count double.
 - iii. In order to receive an(a):
 - 1. Excellent Rating a teacher must have between 344-388 points
 - 2. Proficient Rating a teacher must have between 247-343 points
 - 3. Needs Improvement a teacher must have between 150-246 points

4. Unsatisfactory a teacher must have 149 points and below
- d. The qualified evaluator must provide a paper copy of the evaluation to the teacher and place a paper copy in the personnel file.
- e. If a tenured teacher is assigned a summative evaluation rating of “Needs Improvement” a Professional Development Plan must be implemented within 30 school days
 - a. If tenured teacher is assigned a summative evaluation rating of “Unsatisfactory” a remediation plan must be implemented within 30 school days

VI. PROFESSIONAL DEVELOPMENT PLANS

- a. Must be developed within 30 school days after completion of a summative evaluation rating a tenured teacher “Needs Improvement”
- b. The plan is developed by the qualified evaluator, in consultation with the teacher
- c. The qualified evaluator should take into account the teacher’s on-going professional responsibilities, including regular teaching assignments, directed to the areas that need improvement
- d. The professional development plan will include supports that the district will provide to address the areas identified as needing improvement.
- e. Any professional development provided as part of a PDP shall align to Standards for Professional Learning (2011) published by Learning Forward, 504 South Locust Street, Oxford, Ohio 45056 and posted at <http://www.learningforward.org/standards/index.cfm>.

VII. REMEDIATION PLAN

- a. A remediation plans is only required for TENURED teachers:
- b. The plan should include a specification of teacher’s strengths and weakness, with supporting reasons for identifying the areas as such.
- c. A remediation plan must be developed and commenced within 30 school days after completion of a summative evaluation rating a teacher in contractual continued service as “unsatisfactory.”
- d. The remediation plan is developed by the evaluator with input from the consulting teacher and the teacher subject to the remediation plan. A qualified consulting teacher must be selected prior to implementation of the remediation period and prior to adoption of the plan itself.
- e. The remediation plan must define how the evidence to be collected will be used to determine a final professional practice rating.
- f. A tenured teacher will return to regular evaluation cycle in evaluation plan when and if that teacher is given a summative rating of “Proficient” or better in the school year following a rating of “Unsatisfactory” or “Needs Improvement.”
- g. If a tenured teacher receives a second “Unsatisfactory” evaluation rating within 36 months of the successful completion of a remediation plan, then

the school district may forego remediation and seek dismissal of the teacher in accordance with Section 24-12 of The School Code.

- h. Provide for 90 school days of remediation within the classroom, unless an applicable collective bargaining agreement provides for a shorter duration.
- i. Issuance of evaluation at conclusion of plan within 10 days (not school days) after conclusion of plan. Statute clarifies that failure to meet this deadline will not foreclose ability to dismiss a teacher who does not complete the plan successfully.
- j. Participation by teacher rated “unsatisfactory”, an evaluator, and a consulting teacher selected by the evaluator of the teacher rated “unsatisfactory.”
- k. Consulting teacher is educational employee under IELRA, has 5 years of teaching experience, reasonable familiarity with the assignment of the teacher being evaluated, and received “excellent” rating on most recent evaluation
- l. If no qualified consulting teachers in the district, the district shall request and the ROE shall supply an individual meeting the criteria
- m. If population less than 500,000, the bargaining agent may supply a roster of qualified teachers from whom the consulting teacher is to be selected. List shall contain 5 qualified teachers, or if less than 5 qualified teachers in the district, all qualified teachers.
- n. Disputes related to qualification of teachers shall be resolved by the State Board of Education.
- o. The qualified evaluator must meet at the mid-point as well as for the final evaluation.
 - a. Each evaluation must assess the teacher’s performance during the time period since the prior evaluation;
 - b. Last evaluation shall also include an overall evaluation of the teacher’s performance during the entire remediation period.
 - c. Written copy of the evaluations and ratings shall be provided to and discussed with the teacher within 10 school days after date of the evaluation unless CBA provides otherwise.
 - i. Written evaluation must contain deficiencies in performance and recommendations for correction identified.
 - d. Evaluations at conclusion of remediation must be separate and distinct from annual evaluations of teachers
 - e. Evaluations at conclusion of remediation are not subject to the statutory and regulatory guidelines and procedures relating to annual evaluations
 - f. Evaluator may, but is not required to, use the forms provided for the annual evaluation of teachers in the evaluation plan. Note, however, that the regulations require that the “evaluation tools” to

be used in a remediation must be provided at the beginning of the school term to teachers on cycle to be evaluated in the notice.

- p. If the teacher completes the remediation with an evaluation of “proficient” or better, he returns to the regular evaluation schedule. But note the final remediation evaluation cannot be used for the regularly scheduled evaluation. Both may need to be done in the same school term.
- q. If a teacher fails to complete the remediation with an evaluation of “proficient” or better, he shall be dismissed pursuant to the provisions of The School Code and related regulations.
- r. Any professional development provided as part of a remediation plan shall align to Standards for Professional Learning (2011) published by Learning Forward, 504 South Locust Street, Oxford, Ohio 45056 and posted at <http://www.learningforward.org/standards/index.cfm>. No later amendments to or editions of these standards are incorporated into the regulations.

VIII. APPEALS PROCESS FOR UNSATISFACTORY SUMMATIVE PERFORMANCE EVALUATION RATINGS

- a. Notice of Appeal
 - i. A teacher rated unsatisfactory on a summative evaluation issued after July 1, 2020 may appeal the rating by submitting a timely written notice of appeal to the Superintendent. The teacher’s written notice of appeal must be submitted within five (5) school days of the summative conference or issuance of the final Summative Rating Form, whichever occurs last. Upon receipt of a timely appeal, the Superintendent or designee shall inform the evaluator who issued the unsatisfactory rating of the appeal and convene a panel of qualified evaluators to conduct a review of the appeal. Untimely appeals will not be advanced to the panel of qualified evaluators.
 - ii. Engaging the appeals process shall not prevent or delay The District from developing or implementing a remediation plan for the teacher issued an unsatisfactory rating. Filing an appeal does not excuse the teacher’s participation in development or implementation of the remediation plan.
- b. Content of the Notice of Appeal
 - i. The teacher must specify in the notice of appeal the reasons the unsatisfactory rating is erroneous and identify all facts or evidence to support the basis for appeal. This includes, but is not limited to, the teacher identifying the type of error as: (a) computational error, (b) procedural error, and/or (c) misinterpretation or misapplication of the professional practice rating. Appeals may be based on student growth ratings in whole or in part only if the teacher identifies in the notice of the appeal an error in the computation of the student growth rating. Reasons, facts or evidence not specified in the written notice of appeal will not be considered by the panel and will be deemed to

- have been waived. The Superintendent may develop a form to be used for the notice of appeal.
- ii. The evaluator who issued the unsatisfactory rating may, at their election, submit a written response to the teacher's notice of appeal within five (5) school days of the Superintendent's receipt of the teacher's notice of appeal.
- c. The Written Record of the Rating
- i. Following receipt of a timely appeal, the Superintendent or designee shall prepare the written record of the rating and submit it to the panel of qualified evaluators once convened. The written record of the rating shall be limited to the following records:
 1. the school district's complete evaluation plan;
 2. documents and materials submitted by the teacher to the evaluator during pre- and post-conferences and observations;
 3. the teacher's observation reports, including any formal or informal observation reports;
 4. the teacher's summative evaluation;
 5. any written communications between the teacher and any administrator participating in the teacher's evaluation process which is relevant to the teacher's performance;
 6. the teacher's written notice of appeal specifying any and all bases for the appeal; and
 7. any written response to the appeal from the evaluator.
 - ii. A copy of the written record of the rating shall be provided to the teacher and the evaluator.
- d. Panel of Qualified Evaluators
- i. The panel of qualified evaluators shall be comprised of three (3) administrators who are: (a) employed by The District, employed by another school district or are retired; and (b) meet the definition of "evaluator" as defined in *School Code* Section 24A-2.5. The panel may not include the evaluator who issued the unsatisfactory rating.
 - ii. The Superintendent and Union President shall confer within two (2) days after receipt of a timely notice of appeal in an effort to mutually agree upon the three (3) administrators to serve on the panel. If the Superintendent determines that no agreement can be reached, he/she has the sole discretion to determine who will serve on the panel. The Superintendent shall convene the panel by sending an email to notify each administrator of their appointment to the panel.
- e. Standard of Review for the Appeal
- i. The teacher has the burden of demonstrating that their unsatisfactory rating is erroneous. As such, the panel's review and

assessment should focus on answering two questions: (1) were there errors in the summative rating, and, if so, (2) were the errors determinative (i.e., would the teacher have received a higher rating if the error(s) had not been made). Panel members should be careful not to substitute their opinion for that of the evaluator who witnessed the teacher's lesson.

- ii. The panel may revoke an unsatisfactory rating only if the panel unanimously agrees that the evidence demonstrates it is substantially more likely than not that the teacher should have received a summative rating higher than "unsatisfactory." Minor procedural errors under the evaluation plan cannot serve as the basis for revoking an "unsatisfactory" rating.
- f. Panel Decision on Appeal
- i. Upon receipt of the written record of the rating, the panel of qualified evaluators shall conduct an expedited review of the appeal. The panel must meet at least once as part of the review process.
 - ii. The review shall be limited to the information contained in the written record of the rating. The panel has the authority to require the presence of both the teacher and the evaluator at its discretion. Tenured teachers shall have the right to appear before the panel if requested in the notice of appeal.
 - iii. The panel shall notify the Superintendent and the teacher in writing of its decision to uphold or revoke the unsatisfactory rating within ten (10) school days after receipt of the written record of the rating. The teacher shall provide a copy of the decision to the Union President. The Superintendent shall provide a copy of the decision to the evaluator. The decision of the panel is final and not subject to further review.
 - iv. If the panel determines that the unsatisfactory rating is erroneous and should be revoked, the panel shall also make a recommendation on the replacement rating to be issued by The District. If either the Superintendent or the Union disagrees with the recommended replacement rating, they have three (3) school days to issue a written request to bargain the replacement summative rating for that teacher. Otherwise, the panel's recommended replacement rating shall be issued by The District and is final.

**PAWNEE COMMUNITY UNIT SCHOOL DISTRICT #11
NOTICE OF APPEAL OF UNSATISFACTORY SUMMATIVE EVALUATION
RATING**

This form is for use if a teacher desires to appeal an unsatisfactory summative evaluation rating issued after July 1, 2020. **Teachers should review the Appeals Process for**

The appeal of the above-named teacher was reviewed and we determined that the “unsatisfactory” summative evaluation rating be: Upheld _____ Revoked _____
If Revoked, it is the panel’s recommendation that the following replacement rating to the teacher: Excellent _____ Proficient _____ Needs Improvement _____
Signed: _____

Date: _____

PAWNEE CUSD #11
Formal Observation Conference Summary
(This form should be completed before conducting the pre-conference)

Staff Member: _____ **Assignment:** _____

Evaluator/Title: _____ **Time:** _____ **Date:** _____

Class Profile:

1. How many students will be observed?

_____ Total number of students in class

_____ Male _____ Female

2. Indicate the number of students with any disabilities

3. Is there anything outside your classroom management plan that needs to be noted?

_____ No

_____ Yes (please explain)

CC: Personnel File
Evaluator
Staff Member

PAWNEE CUSD #11
(4a) Reflection Record

(This form should be completed before conducting the post-conference)

Staff Member: _____ **Assignment:** _____

Evaluator/Title: _____ **Time:** _____ **Date:** _____

1. Reflect on the lesson. To what extent were the students productively engaged?

2. Did the students learn what was intended? What was the evidence of their learning?

3. Were the goals or the instructional plan altered as the lesson was taught? Why?

PAWNEE CUSD #11
Formal Observation Conference Summary
(This form should be completed before conducting the post-conference)

Staff Member: _____ **Assignment:** _____

Grade Level: _____ **Subject:** _____

Evaluator/Title: _____

Time: _____ **Date:** _____ **Observation** **1** **2**

Activities Observed:

Evidence:

Artifact	Reviewed	Current/ Complete	Comments
Lesson Plans			
Parent Contact Log			
Grade Book			
Independent Practice			
Guided Practice			
Assessment			
Professional Goals			

Strengths:

Areas for Growth:

Additional Comments: (optional)

Staff Member's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Signatures indicate only that a conference was held.

**Cc: Personnel File
Evaluator
Staff Member**

**PAWNEE CUSD #11
Summative Evaluation Record**

Staff Member: _____ **Assignment:** _____

Evaluator/Title: _____

Employment Status:

____ Non-Tenured ____ Tenured ____ Years of service in the district

Evaluation Sequence:

_____ _____ Pre-Evaluation Conference date
_____ _____ Formal Observation date
_____ _____ Post-Evaluation Conference date

Attendance:

_____ Number of days absent in current school year

_____ Number of days absent in prior school year

Punctuality:

The staff member is regularly prompt for work, all duties, and all meetings.

____yes ____no

The employee attends required meetings and school activities. ____yes ____no

Professional Practice Domain Scoring

1. In Domain One and Domain Four each teacher rating in each component will count single.
 - a. For example unsatisfactory will count as one point, Needs Improvement will count as two points, Proficient will count as three points and Excellent will count as four points.
2. In Domain Two and Domain Three each teacher rating in each component will count double.
 - a. For example unsatisfactory will count as two points, Needs Improvement will count as four points, Proficient will count as six points and Excellent will count as eight points.

Professional Practice Rating: 70%

To Receive a Performance Rating of Excellent	239-272
To Receive a Performance Rating of Proficient	171-238
To Receive a Performance Rating of Needs Improvement	102-170
To Receive a Performance Rating of Unsatisfactory	68-101

Student Growth Rating: Type II 15%

To Receive a Performance Rating of Excellent 90%-100% of the Students Met the Indicated Growth Target(s)	58
To Receive a Performance Rating of Proficient 80%-89.4% of Students Met the Indicated Growth Target(s)	51
To Receive a Performance Rating of Needs Improvement 70%-79.4% of the Students Met the Indicated Growth Target(s)	36
To Receive a Performance Rating of Unsatisfactory Less than 69.5% of Students Met the Indicated Growth Target(s)	24

Student Growth Rating: Type III(SLO) 15%

To Receive a Performance Rating of Excellent 76%-100% of the Students Met the Indicated Growth Target(s)	58
To Receive a Performance Rating of Proficient 51%-75.4% of Students Met the Indicated Growth Target(s)	51
To Receive a Performance Rating of Needs Improvement 25%-50.4% Students Met the Indicated Growth Target(s)	36
To Receive a Performance Rating of Unsatisfactory Less than 24.5% of Students Met the Indicated Growth Target(s)	24

Evaluation Instrument Rating: Professional Practice(70%) + Student Growth(30%)

To Receive a Performance Rating of Excellent	344-388= .89%-100%
To Receive a Performance Rating of Proficient	247-343= .64%-.88%
To Receive a Performance Rating of Needs Improvement	150-246= .39%-.63%
To Receive a Performance Rating of Unsatisfactory	149 & Below= <38.5%

Professional Development Plan/Remediation for Tenured Staff

1. If a tenured teacher receives an overall score of Needs Improvement, a professional development plan will be created.
2. If a tenured teacher receives an overall score of Unsatisfactory a remediation plan will be developed.

Overall Performance Rating:

_____Excellent _____Proficient _____Needs Improvement _____Unsatisfactory

_____**Evaluator's Signature** _____**Date**

_____**Staff Member's Signature** _____**Date**

(The staff member's signature indicates that a conference was held.)

I have added additional comments. _____ (Staff Member's Initials)

Tenured Staff
Professional Development Plan

_____Date Initiated
_____Expected Completion Date
_____Date Completed

Tenured Staff
Remediation Plan

_____Date Initiated
_____Expected Completion Date
_____Date Completed

CC: Personnel File, Evaluator, Staff Member

PAWNEE CUSD #11
Regular Education Teacher Evaluation Rubric

Domain 1: Planning and Preparation

COMPONENT 1A: DEMONSTRATING KNOWLEDGE OF CONTENT AND INSTRUCTIONAL METHODS				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>1a: Knowledge of content and relationships within a discipline</i>	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's display little understanding of relationships important to student learning of the content.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another. Teacher indicates some awareness of relationships important to student learning of the content.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher reflects accurate understanding of relationships among topics and concepts.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher reflects understanding of relationships among topics and concepts.
<i>Evidence</i>				
<i>1a: Knowledge of instructional methods</i>	Teacher displays little or no understanding of the range of instructional methods approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of instructional methods approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective instructional methods approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective instructional methods approaches in the discipline, anticipating student misconceptions.
<i>Evidence</i>				
COMPONENT 1B: DEMONSTRATING KNOWLEDGE OF STUDENTS				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>1b: Knowledge of the learning process.</i>	Teacher sees no value in knowledge how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive understanding of how students learn and applies this knowledge to individual students.
<i>Evidence</i>				
<i>1b: Knowledge of diverse learners</i>	Teacher displays little or no knowledge of students' skills, interests, cultural heritage, or special needs.	Teacher recognizes the value of students' skills, interests, cultural heritage, or special needs for the class as a whole.	Teacher recognizes the value of students' skills, interests, cultural heritage, or special needs for groups of students	Teacher recognizes the value of students' skills, interests, cultural heritage, or special needs for individual students
<i>Evidence</i>				

COMPONENT 1C: SETTING INSTRUCTIONAL GOALS				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>1c: Teacher's goals represent awareness of diverse learning</i>	Goals represent low expectations for students and do not reflect a connection to learning. Goals are not based on any assessment of student needs.	Some goals represent moderately high expectations for students and reflect a connection to learning. Goals are based on classroom assessment of student learning.	Most goals represent high expectations for students and reflect a consistent connection to learning. Goals are based on groups of students.	All goals represent high expectations for students and reflect a connection to related disciplines. Goals are based on individual student's needs.
<i>Evidence</i>				
COMPONENT 1D: DEMONSTRATING KNOWLEDGE OF RESOURCES				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>1d: Resources for instruction</i>	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources for available for classroom use through the school or district and sometimes uses resources available.	Teacher displays awareness of resources available for classroom use through the school or district and moderately uses the resources available.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet with regularity.
<i>Evidence</i>				
<i>1d: Resources for students.</i>	Teacher is unaware of resources for students available through the school or district.	Teacher displays awareness of resources for students available through the school or district and sometimes has students use resources available.	Teacher displays awareness of resources for students available through the school or district and often has students use resources available.	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet and frequently has students use resources available.
<i>Evidence</i>				
COMPONENT 1E: DESIGNING COHERENT INSTRUCTION				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>1e: Learning activities</i>	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
<i>Evidence:</i>				
<i>1e: Instructional materials and resources</i>	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.

<i>Evidence</i>				
<i>1e: Lesson and unit structure</i>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.
<i>Evidence</i>				
COMPONENT 1F: DESIGNING STUDENT ASSESSMENTS				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>1f: Congruence with instructional goals</i>	Assessment procedures are not congruent with instructional goals.	Some of the instructional goals are assessed through the proposed approach.	All the instructional goals are assessed through the approach to assessment.	Proposed approach to assessment is fully aligned with the instructional goals in content and process as well as state standards.
<i>Evidence</i>				
<i>1f: Design of assessments and planning</i>	Teacher has no plans to incorporate assessments in the lesson or unit.	Teacher uses some assessment results to plan for future instruction for the class.	Teacher has a well-developed strategy for using assessments in future instruction for groups of students.	Approach to using assessments is well designed and includes student as well as teacher use of the assessment information. Teacher plans to use assessment results to plan future instruction for individual students
<i>Evidence:</i>				

Domain 1 Rating: ____U ____NI ____P ____E

Domain 2: The Classroom Environment

COMPONENT 2A: Creating an Environment of Respect and Rapport				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>2a: Teacher interaction with students.</i>	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
<i>Evidence:</i>				
<i>2a: Student interactions with other students</i>	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate respect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.
<i>Evidence:</i>				
COMPONENT 2B: ESTABLISHING A CULTURE FOR LEARNING				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>2b: Expectations for learning and achievement</i>	Instructional goals, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional goals, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional goals, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional goals, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
<i>Evidence:</i>				
COMPONENT 2C: MANAGING CLASSROOM PROCEDURES				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>2c: Management of instructional groups</i>	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
<i>Evidence:</i>				
<i>2c: Management of transitions, materials, and supplies</i>	Transitions are chaotic, with much time lost between activities or lesson segments. Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Only some transitions are efficient, resulting in some loss of instructional time. Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time. Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation. Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.

<i>Evidence:</i>				
<i>2c: Performance of non instructional duties.</i>	Considerable instruction time is lost in performing non-instructional duties	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
<i>Evidence:</i>				
<i>2c: Supervision of volunteers and paraprofessionals</i>	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.
<i>Evidence:</i>				
COMPONENT 2D: MANAGING STUDENT BEHAVIOR				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>2d: Expectations.</i>	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, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
<i>Evidence:</i>				
<i>2d: Monitoring of student behavior</i>	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and they peers' behavior, correcting one another respectfully.
<i>Evidence:</i>				
<i>2d: Response to student misbehavior</i>	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.
<i>Evidence:</i>				

COMPONENT 2E: ORGANIZING PHYSICAL SPACE				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>2e: Safety and accessibility.</i>	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
<i>Evidence:</i>				
<i>2e: Arrangement of furniture and use of physical resources</i>	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.
<i>Evidence:</i>				

Domain 2 Rating: ____U ____NI ____P ____E

Domain 3: Instruction

COMPONENT 3A: COMMUNICATIONS WITH STUDENTS				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>3a: Expectations for learning</i>	Teacher's purpose in a lesson or unit is unclear to students	Teacher attempts to explain the instructional purpose.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student's interests.
<i>Evidence:</i>				
<i>3a: Directions and procedures</i>	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipated possible student misunderstanding.
<i>Evidence:</i>				
<i>3a: Explanation of content</i>	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
<i>Evidence:</i>				
COMPONENT 3B: USING QUESTIONING AND DISCUSSION TECHNIQUES				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>3b: Quality of questions.</i>	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality. Posed in rapid succession. Some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
<i>Evidence:</i>				
<i>3b: Discussion techniques and student participation.</i>	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher makes some attempt to engage students in genuine discussion rather than recitation. Teacher attempts to engage all students in the discussion, but with only.	Teacher creates a genuine discussion among students, stepping aside when appropriate. Teacher successfully engages all students in the discussion.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
<i>Evidence:</i>				

COMPONENT 3C: ENGAGING STUDENTS IN LEARNING				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>3c: Activities and assignments</i>	Activities and assignments are inappropriate for students' age or background. Students are not cognitively engaged.	Activities and assignments are appropriate to some students, but some are not cognitively engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged.	All students are cognitively engaged in the activities and assignments. Students initiate or adapt activities and projects to enhance their understanding.
<i>Evidence:</i>				
<i>3c: Structure and pacing of instructional materials and resources</i>	The lesson has no clearly defined structure. The pace is inconsistent. Instructional materials and resources are unsuitable to the instructional purpose.	The lesson has a recognizable structure. Pacing of the lesson is consistent. Instructional materials and resources are partially suitable to the instructional purpose.	The lesson has a clearly defined structure around which the activities are organized. Instructional materials and resources are suitable to the instructional purpose.	The lesson's structure is highly coherent, allowing for reflection and closure. Instructional materials and resources are suitable to the instructional purpose. Students initiate the choice, adaptations, or creation of materials to enhance their learning.
<i>Evidence:</i>				
COMPONENT 3D: USING ASSESSMENT IN INSTRUCTION				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>3d: Assessment criteria</i>	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standard by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. Students not only frequently assess and monitor the quality of their own work and make use of that information in their learning.
<i>Evidence</i>				
<i>3d: Monitoring of student learning and feedback</i>	Teacher does not monitor student learning and provides no feedback.	Teacher monitors the progress of the class and provides some feedback.	Teacher monitors the progress of students in the curriculum, making some use of diagnostic information and provides consistent feedback.	Teacher monitors progress of students and systematically elicits diagnostic information while providing high quality feedback. Students make use of the feedback in their learning.
<i>Evidence</i>				

COMPONENT 3E: DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>3e: Lesson adjustment</i>	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
<i>Evidence:</i>				
<i>3e: Response to students</i>	Teacher ignores or brushes aside students' questions or interests	Teacher attempts to accommodate students; questions or interest, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests	Teacher seizes a major opportunity to enhance learning, building on student interest of a spontaneous event. Teacher persists in seeking effective approaches for students who need help.
<i>Evidence:</i>				

Domain 3 Rating: ____U ____NI ____P ____E

Domain 4: Professional Responsibilities

COMPONENT 4A: REFLECTING ON TEACHING				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>4a: Lesson effectiveness</i>	Teacher does not know whether a lesson was effective. Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher has a generally accurate impression of a lesson's effectiveness. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness. Teacher makes specific suggestions about how a lesson could be improved.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness. Teacher offers specific alternative actions, complete with the probable success of different course of action.
<i>Evidence</i>				
COMPONENT 4B: MAINTAINING ACCURATE RECORDS				
<i>4b: Students' completion of assignments and progress in learning</i>	Teacher has no system for maintaining information on student progress in learning.	Teacher's system for maintaining information on student completion of assignments and progress in learning is only partially effective.	Teacher's system for maintaining information on student completion of assignments and student progress is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students are encouraged to participate in maintaining and interpreting records.
<i>Evidence</i>				
COMPONENT 4C: COMMUNICATING WITH FAMILIES				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>4c: Information about the instructional program</i>	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families and contribute ideas for projects that could be enhanced by family participation.
<i>Evidence</i>				
<i>4c: Information about individual students</i>	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
<i>Evidence</i>				

COMPONENT 4D: PARTICIPATION IN A PROFESSIONAL COMMUNITY

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>4d: Relationships with colleagues</i>	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.

Evidence

<i>4d: Service to the school</i>	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events and district projects making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
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Evidence

COMPONENT 4E: GROWING AND DEVELOPING PROFESSIONALLY

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>4e: Enhancement of content knowledge and instructional methods</i>	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent.	Teacher seeks out opportunities for professional development or enhances content knowledge and instructional methods.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research as well as initiating important activities to contribute to the profession.

Evidence

<i>4e: Receptivity to feedback from colleagues</i>	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.
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Evidence

COMPONENT 4F: SHOWING PROFESSIONALISM

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>4f: Integrity and ethical conduct</i>	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.

Evidence:

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>4f: Service to students and advocacy</i>	Teacher contributes to school practices that result in some students being ill served by the school	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students are honored in the school. Teacher is highly proactive in serving students.
<i>Evidence</i>				

Domain 4 Rating: ____U ____NI ____P ____E