

Northwest Allen County Schools



Performance Evaluation Plan

The mission of Northwest Allen County Schools is to provide appropriate educational opportunities within a safe, caring environment to meet the academic, social, and emotional needs of each student in order to become responsible and productive citizens in a changing world.

Northwest Allen County Schools

Professional Evaluation Plan

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Introduction

Studies demonstrate that “effective schools can make a substantial difference in the achievement of students ... among the elements such as a well-articulated curriculum and safe and orderly environment, the one factor that surfaced as the single most influential component of an effective school” is the quality of the instruction within it (Marzano, 2007, p. 1). To that end, the Professional Growth Framework was created by a representative group of Northwest Allen County Schools teachers and administrators to define the behaviors, activities, and attributes that increase the likelihood of learning among students. The Professional Growth Framework is rooted in the research summarized in Marzano’s *The Art and Science of Teaching*, Danielson’s *Implementing the Framework for Teaching in Enhancing Professional Practice*, and Hall and Hord’s *Implementing Change: Patterns, Principles, and Potholes*. The Professional Evaluation Procedures are based upon the same research that informed the Professional Growth Framework and the work outlined in Marzano, Frontier, and Livingston’s *Effective Supervision: Supporting the Art and Science of Teaching*. The goal of this document is to provide guidelines that will enhance overall instruction while identifying those areas of teaching that NACS teachers do well and identify areas of additional training and professional development. The overall goal of this procedure is to help each educator become an expert in the field of teaching.

Performance Evaluation Procedures

1. The primary purpose of the Performance Evaluation Plan is to promote continuous improvement in instruction for each of our students. The Performance Evaluation Procedures outlines the process and identifies the documents that will be used throughout this procedure. Communication between teachers and evaluators is an essential component in the success of realizing continuous professional growth among all certified employees of Northwest Allen County Schools (NACS). This communication will identify the needs for individual and collective professional development programs, recognize high quality teaching performance, and inform recommendations related to current and future job status. The Professional Growth Framework (Appendix A) provides a framework outlining the expectations of teaching throughout NACS. To enhance communication, each teacher shall submit at least two (2), but no more than four (4), instructional and/or professional development goals. The Professional Growth Action Plan (Appendix D) and the accompanying forms (Appendices E and F) shall serve as the official documentation of the goals and progress towards accomplishing these goals.
2. The Performance Evaluation Procedure will be conducted in an open, cooperative process between the evaluator and teacher. The building principal or assistant principal assumes the responsibility for completing the official evaluation form.
3. The Professional Growth Framework (Appendix A) defines the instructional and professional expectations of NACS and serves as a guide to teachers and evaluators. Additional explanation of these expectations is included in the Summary of *The Art and Science of Teaching* (Appendix J). The Professional Growth Framework shall be used as the rubric to determine teacher effectiveness as required in IC 20-28-11.5.

4. Definitions:
 - a. A “Probationary” Teacher is a teacher who:
 - i. Serves under a contract as a teacher in a public school corporation; and
 - ii. Has not received a rating in an evaluation under IC 20-28-11.5; or
 - iii. Earns a rating of ineffective in an evaluation under IC 20-28-11.5; or
 - iv. Has not earned three (3) ratings in a five (5) year period of effective or highly effective in an evaluation under IC 20-28-11.5.
 - v. A teacher who earns a rating of ineffective or improvement necessary, as defined in I.C. 20-28-11.5, shall develop, in conjunction with the evaluator, a Remediation Plan (Appendix I). The teacher shall have at most one semester, or up to ninety (90) school days if a semester is greater than 90 school days, to correct the deficiencies noted on the teacher’s completed Performance Evaluation Results Form as required in I.C. 20-28-11.5-6(b).
 - b. A “Professional” Teacher is a teacher who:
 - i. Serves under a contract as a teacher in a public school corporation; and
 - ii. Earned a rating of effective or highly effective for at least three (3) years in a five (5) year or shorter period.
 - c. An “Established” Teacher is a teacher who was employed by the school corporation prior to July 1, 2011. The teacher remains “Established” until enough evaluations under IC 20-28-11.5 have been completed to determine whether the teacher fits the definition of “Probationary” or “Professional” teacher.
5. In order to fulfill the primary purpose of the teacher evaluation procedure and determine progress on established goals, frequent classroom observations, which may be announced or unannounced, will need to be completed by evaluators in order to determine an accurate depiction of what each teacher does well and on what each one can improve in order to perfect her/his professional craft. Observations may take place in the following manner:
 - a. Short Observation – classroom visits less than 15 minutes in duration;
 - b. Intermediate Observation – classroom visits of at least 15 minutes and less than 30 minutes in duration;
 - c. Extended Observation – classroom visits of at least 30 minutes in duration.

Each professional and established teacher shall be observed a minimum of five (5) times per school year with at least one of the classroom observations being an Extended Observation.

Each probationary teacher shall be observed a minimum of eight (8) times per school year with at least one of the classroom observations being an Extended Observation and at least one of the classroom observations being an Intermediate Observation.
6. In order to make the evaluation procedure yield accurate results and appropriate feedback for improvement, additional evidence may be requested of the teacher or voluntarily submitted by the teacher. Evidence may include, but not be limited to, lesson plans, assessment results, project samples, parent contact logs, meeting minutes, professional development attendance certificates, video recordings of classroom activities, notes from parents or students, etc.

7. The completed official Performance Evaluation Plan Results Form (Appendix G) shall be placed and maintained in the teacher's personnel file. The form is to be signed by both the evaluator and the teacher. The teacher's signature does not necessarily indicate agreement with the evaluator's comments or decision.
8. In order to accurately and effectively accommodate the changes in the Indiana State Standards and the corresponding assessments (i.e., common core, PARCC, etc.) along with other ongoing changes taking place at the state level, NACS will use the first three years of the implementation process of this Performance Evaluation Plan to transition. The transition process shall include creating Tier 3 assessments for courses/grade levels that do not currently have them and update Tier 3 assessments in content areas that have had changes made to the Indiana State Standards, particularly those affected by the implementation of the common core. Additionally, an appropriate method for determining student achievement growth data with the new state assessments shall be developed. Additionally, because Tier 1 data will not be available until after the spring of a teacher's first year of service in NACS and because the Performance Evaluation Plan calls for utilizing three year rolling averages of data results, individual teacher data will not be used in determining the effectiveness of the teacher during the first year of NACS service – the State's timeline for providing individual data is not feasible for timely feedback to our teachers. Therefore, the Performance Evaluation Results shall be determined in the following manner:

Data Requirements for All NACS Teachers during Their 1st NACS Year of Service in All Implementation Years

- 100% Based on the Results of Applying the Professional Growth Framework
- 15% Based on the Results of Domain 1 of the Professional Growth Framework
 - 15% Based on the Results of Domain 2 of the Professional Growth Framework
 - 55% Based on the Results of Domain 3 of the Professional Growth Framework
 - 15% Based on the Results of Domain 4 of the Professional Growth Framework

Data Requirements for All NACS Teachers with More Than One Year of NACS Service during the First Three Years of Implementation (2012-13, 2013-14, and 2014-15)

- 80% Based on the Results of Applying the Professional Growth Framework
- 15% Based on the Results of Domain 1 of the Professional Growth Framework
 - 15% Based on the Results of Domain 2 of the Professional Growth Framework
 - 35% Based on the Results of Domain 3 of the Professional Growth Framework
 - 15% Based on the Results of Domain 4 of the Professional Growth Framework
- 10% Based on the Results of the School's State Accountability Score (determined by the State in the fall of each year)
(for those assigned to multiple buildings, additional discussion will take place – at this point, serious consideration is being given to averaging the scores of each building in which the teacher is assigned)
- 10% Based on the Results of the District's State Accountability Score (determined by the State in the fall of each year)

Data Requirements for All NACS Teachers with One or More Years of NACS Service and with Access to Tier 1 Achievement Data in Implementation Years 4 and Beyond (2015-16 & each year thereafter unless changed through the legally required discussion process)

- 70% Based on the Results of Applying the Professional Growth Framework
 - 15% Based on the Results of Domain 1 of the Professional Growth Framework
 - 15% Based on the Results of Domain 2 of the Professional Growth Framework
 - 25% Based on the Results of Domain 3 of the Professional Growth Framework
 - 15% Based on the Results of Domain 4 of the Professional Growth Framework
- 10% Based on the Results of the School's State Accountability Score (determined by the State in the fall of each year) (for those assigned to multiple buildings, additional discussion will take place – at this point, serious consideration is being given to averaging the scores of each building in which the teacher is assigned)
- 10% Based on the Results of the District's State Accountability Score (determined by the State in the fall of each year)
- 10% Based on Individual Teacher Data as follows (three-year rolling averages when applicable and available):
 - 4% based on Tier 1 Assessment Results
 - 3% based on Tier 2 Assessment Results
 - 2% based on Tier 3 Assessment Results
 - 1% based on Tier 4 Assessment Results

Data Requirements for All NACS Teachers with One or More Years of NACS Service and with ZERO Access to Tier 1 Achievement Data in Implementation Years 4 and Beyond (2015-16 and each year thereafter unless changed through the legally required discussion process)

- 70% Based on the Results of Applying the Professional Growth Framework
 - 15% Based on the Results of Domain 1 of the Professional Growth Framework
 - 15% Based on the Results of Domain 2 of the Professional Growth Framework
 - 25% Based on the Results of Domain 3 of the Professional Growth Framework
 - 15% Based on the Results of Domain 4 of the Professional Growth Framework
- 10% Based on the Results of the School's State Accountability Score (determined by the State in the fall of each year) (for those assigned to multiple buildings, additional discussion will take place – at this point, serious consideration is being given to averaging the scores of each building in which the teacher is assigned)
- 10% Based on the Results of the District's State Accountability Score (determined by the State in the fall of each year)
- 10% Based on Individual Teacher Data as follows (three-year rolling averages when applicable and available):
 - 5% based on Tier 2 Assessment Results
 - 4% based on Tier 3 Assessment Results
 - 1% based on Tier 4 Assessment Results

9. A final performance evaluation rating shall be based on adding the respective scores from the Professional Growth Framework, District Accountability Grade, School Accountability Grade, and when applicable, the individual teacher's data results. The table below summarizes the rating categories by range of evaluation scores.

Score Range	NACS Rating	Rating According to I.C. 20-28-11.5
Less than 2.0	Ineffective	Ineffective
Greater than or equal to 2.0 and less than 2.9	Developing	Improvement Necessary
Greater than or equal to 2.9 and less than 3.7	Professional	Effective
Greater than or equal to 3.7 and less than 4.5	Mentor	Effective
Greater than or equal to 4.5	Highly Effective	Highly Effective

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Professional Growth Framework

Definitions of references made throughout the Professional Growth Framework.

<p style="text-align: center;"><i>Hunter's Elements of Effective Lessons</i></p> <ul style="list-style-type: none"> • Objectives & Purpose • Anticipatory Set • Expectations • Teaching <ul style="list-style-type: none"> ◦ Input ◦ Modeling/ Demonstrating, ◦ Checking for Understanding • Guided Practice • Closure/ Summary • Independent Practice 	<p style="text-align: center;"><u><i>Classroom Instruction That Works</i></u></p> <p style="text-align: center;"><i>(Nine Instructional Strategies Proven to Increase Student Achievement)</i></p> <ul style="list-style-type: none"> • Identifying Similarities and Differences • Summarizing and Note Taking • Reinforcing Effort and Providing Recognition • Homework and Practice • Representing Knowledge • Learning Groups • Setting Objectives and Providing Feedback • Generating and Testing Hypotheses • Cues, Questions, and Advance Organizers 	<p style="text-align: center;"><i>Bloom's Taxonomy</i></p> <ul style="list-style-type: none"> • Remembering (define, duplicate, list, recall, repeat, state, etc.) • Understanding (classify, describe, discuss, explain, identify, paraphrase, etc.) • Applying (demonstrate, employ, illustrate, interpret, use, write, etc.) • Analyzing (compare, contrast, differentiate, distinguish, examine, test, etc.) • Evaluating (appraise, defend, support, evaluate, etc.) • Creating (assemble, design, develop, formulate, etc.) 	<p style="text-align: center;"><i>Learning Styles</i> <i>(Gardner's <u>Multiple Intelligences</u>)</i></p> <ul style="list-style-type: none"> • Linguistic • Naturalist • Logical-Mathematical • Musical • Intra-personal • Inter-personal • Visual-Spatial • Bodily-Kinesthetic <p style="text-align: center;"><i>(Short Form)</i></p> <ul style="list-style-type: none"> • Visual • Oral • Aural • Kinesthetic
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Components of Successful Differentiation

Differentiation has come to mean ***"consistently using a variety of instructional approaches to modify content, process, and/or products in response to learning readiness and interest of academically diverse students."*** – Carol Ann Tomlinson

- Focus on concepts, emphasizing understanding and sense-making, not retention and regurgitation of fragmented fact.
- Use ongoing assessments of readiness and interests, and pre-assess to find students who need more support and those who can leap forward.
Do not assume all students need a certain task.
- Utilize flexible grouping (which is within class grouping in which membership varies according to ability (same ability, mixed ability), interest or questions, learning style or processing style, product style, group longevity, group size (2-10) and can be teacher-selected, student-selected, purposeful or random). Allow students to work alone sometimes and also in groups based on readiness, interests, or learning styles. Use whole-group instruction for introducing ideas, planning, or sharing results.
- Guide learning by helping students set goals based on readiness, interests, and learning profiles — and assess based on growth and goal attainment.

Domain 1 – Planning and Preparation

“The components in Domain 1 describe how a teacher organizes the content students are supposed to learn – how the teacher designs instruction. This domain covers all aspects of instructional planning, beginning with a deep understanding of content and pedagogy and an understanding and appreciation of students and what they bring to educational encounters. Beyond simply understanding the content, teachers are responsible for engaging students in learning it.

Instructional design transforms content into sequences of activities and exercises that make it accessible to students. All elements of instructional design – learning activities, materials, and strategies – must be appropriate to both the content and the students and align with larger instructional goals. In addition the content and process of assessment techniques must reflect the instructional outcomes, and they should document student progress during and at the end of the lesson. In designing assessment strategies, teachers must consider how to use assessments formatively so that they provide diagnostic opportunities. If students can demonstrate their level of understanding during an instructional sequence, teachers can make instructional adjustments.” – Danielson, C., et al, p 21 (2009). *Implementing the Framework for Teaching in Enhancing Professional Practice*.

Ineffective	Developing	Effective		Highly Effective
		Professional	Mentor	
<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ concentrates on short-term, day-to-day use of strategies or content; or ➤ Implements strategies or content in a stepwise manner that results in disjointed or ineffective use of strategies or content. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ mostly uses strategies or content properly; and ➤ demonstrates little or inconsistent evidence of differentiating with an intended purpose of addressing individual student learning needs; or ➤ concentrates more on whole class activities while addressing group learning needs more so than individual learning needs. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ uses strategies or content properly; and ➤ demonstrates consistent evidence of an intended purpose of addressing individual student learning needs; and ➤ achieves evidence of increasing student performance. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ consistently addresses individual student learning needs; and ➤ comfortably and seamlessly uses strategies and content properly; and ➤ achieves consistent evidence of increasing overall student performance for most students; and ➤ intentionally prepares and plans for connections among previous, current, and future learning. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ consistently adjusts for individual student learning needs; and ➤ comfortably and seamlessly combines strategies and content, as appropriate; or ➤ comfortably and seamlessly modifies or creates alternate uses of strategies; and ➤ achieves consistent evidence of increasing overall student performance for nearly all students; and ➤ comfortably and seamlessly connects previous, current, and future learning.

Domain 1	Ineffective	Developing	Professional	Mentor	Highly Effective
1a: Demonstrating Knowledge of Content and Adopted Curriculum/ Instructional Programs	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ demonstrates little, if any, knowledge of content and adopted curriculum/ instructional programs 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ demonstrates a developing knowledge of content and adopted curriculum/ instructional programs 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ demonstrates enthusiasm for and knowledge of content and adopted curriculum/ instructional programs; and ➤ recognizes interdisciplinary connections 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ consistently demonstrates enthusiasm for and knowledge of content and adopted curriculum/ instructional programs; and ➤ applies interdisciplinary connections 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ demonstrates enthusiasm for and advanced knowledge of content and adopted curriculum/ instructional programs; and ➤ demonstrates an ability to seamlessly and comfortably combine interdisciplinary connections
1b: Demonstrating Knowledge of Resources	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ uses or seeks few, if any, additional resources, including supplemental materials; or ➤ uses resources in an unsuitable manner; or ➤ uses resources that are developmentally inappropriate for most students, or ➤ uses resources unrelated to the content or adopted curriculum/ instructional programs 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ uses resources, including supplemental materials, that are suitable and developmentally appropriate for some students; or ➤ resources may not directly connect to the content or adopted curriculum/ instructional programs 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ uses resources, including supplemental materials, that are suitable and developmentally appropriate to most students; and ➤ uses resources directly connected to the content or adopted curriculum/ instructional programs 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ consistently and seamlessly uses and implements a variety of resources, including supplemental materials, that are consistently suitable and developmentally appropriate for meeting individual student learning needs; and ➤ uses resources directly connected to the content or adopted curriculum/ instructional programs 	<p>In addition to fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ uses resources that consistently expand the curriculum beyond the minimum content or adopted curriculum/ instructional programs; and, ➤ uses resources that, in some cases, may be student created.

Domain 1	Ineffective	Developing	Professional	Mentor	Highly Effective
1c: Demonstrating Knowledge of Student Learning Needs	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ demonstrates little, if any, knowledge of individual student's ... <ol style="list-style-type: none"> 1) learning needs; 2) skills; 3) experiences; or 4) interests. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ demonstrates some knowledge of individual student's ... <ol style="list-style-type: none"> 1) learning needs; 2) skills; 3) experiences; and 4) interests <p>as evidenced by using this knowledge to develop and implement primarily whole class learning activities</p>	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ demonstrates some knowledge of individual student's ... <ol style="list-style-type: none"> 1) learning needs; 2) skills; 3) experiences; and 4) interests <p>as evidenced by using this knowledge to develop and implement learning activities that differentiate among individual students</p>	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ demonstrates knowledge of most individual student's ... <ol style="list-style-type: none"> 1) learning needs; 2) skills; 3) experiences; and 4) interests <p>as evidenced by consistently using this knowledge to develop and implement learning activities that differentiate among individual students</p>	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ demonstrates thorough knowledge of many individual student's ... <ol style="list-style-type: none"> 1) learning needs; 2) skills; 3) experiences; and 4) interests <p>as evidenced by consistently using this knowledge to develop and implement differentiated learning activities that consistently combine these diverse elements into daily lessons</p>
1d: Designing Coherent Lessons	<p>Teacher demonstrates evidence of planning and preparing lessons that contain little, disjointed, or ineffective inclusion of ...</p> <ul style="list-style-type: none"> ➤ meaningful learning goals; ➤ <i>Elements of Effective Lessons.</i> 	<p>Teacher demonstrates evidence of planning and preparing lessons that contain ...</p> <ul style="list-style-type: none"> ➤ meaningful learning goals connected to content or adopted curriculum/ programs; and ➤ <i>Elements of Effective Lessons.</i> 	<p>In addition to consistently fulfilling the criteria for the <i>Developing</i> level, the teacher also demonstrates evidence of planning and preparing lessons that contain ...</p> <ul style="list-style-type: none"> ➤ learning activities differentiated based on individual learning needs 	<p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also demonstrates evidence of planning and preparing lessons that utilize ...</p> <ul style="list-style-type: none"> ➤ various learning styles ➤ checking for understanding that incorporates the higher levels of <i>Bloom's Taxonomy</i> 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ demonstrates evidence of planning and preparing lessons that consistently, comfortably, and seamlessly combine all aspects of lesson design that are communicated in the previous rubric descriptions for <i>Designing Coherent Lessons.</i>

Domain 1	Ineffective	Developing	Professional	Mentor	Highly Effective
1e: Designing Student Assessments	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ designs instructional activities that offer few, if any, opportunities to check for student understanding; or ➤ uses student assessments that rarely, if ever, connect to classroom instruction or content or adopted curriculum/ programs 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ designs instructional activities that include opportunities to check for understanding from a whole class perspective; or ➤ uses summative assessments that connect to whole class instruction with little focus on individual student learning needs; or ➤ uses formative assessments that consistently incorporate the lowest levels of <i>Bloom's Taxonomy</i> 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ designs instructional activities that include opportunities to check for understanding of individual students; and ➤ uses summative student assessments that inform class instruction to meet individual student learning needs; and ➤ uses formative assessments that inform the planning of future whole class instructional activities and incorporate higher levels of <i>Bloom's Taxonomy</i> 	<p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ uses and creates formative and summative assessments that also incorporate higher levels of <i>Bloom's Taxonomy</i> to inform the planning of future individual learning activities; and ➤ creates and encourages students to engage in self-reflection, self-assessment, and self-monitoring progress as developmentally appropriate 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ designs formative assessments that consistently guide immediate and future individual instructional activities ➤ creates and encourages opportunities for students to communicate their achievement progress while taking ownership in their learning as developmentally appropriate

Domain 2 – Classroom Environment

“Domain 2 focuses on classroom exchanges between the students and the teacher. Teachers who excel in this area have the ability to create classrooms in which students feel safe and comfortable. An atmosphere of warmth and caring coexists with professionalism: the teacher and students work together to effectively and efficiently deal with classroom management, behavior, and procedures.

Teachers who operate at the proficient and distinguished levels in Domain 2 show genuine concern for their students’ needs and abilities both within and outside the classroom. Their students consider these teachers to be adults who believe in their learning potential, care about them personally, and are reliable sources of support for their learning.” – Danielson, C., et al, p 161, (2009). *Implementing the Framework for Teaching in Enhancing Professional Practice*.

Ineffective	Developing	Effective		Highly Effective
		Professional	Mentor	
<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ concentrates on short-term, day-to-day use of strategies or content; or ➤ Implements strategies or content in a stepwise manner that results in disjointed or ineffective use of strategies or content. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ mostly uses strategies or content properly; and ➤ demonstrates little or inconsistent evidence of differentiating with an intended purpose of addressing individual student learning needs; or ➤ concentrates more on whole class activities while addressing group learning needs more so than individual learning needs. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ uses strategies or content properly; and ➤ demonstrates consistent evidence of an intended purpose of addressing individual student learning needs; and ➤ achieves evidence of increasing student performance. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ consistently addresses individual student learning needs; and ➤ comfortably and seamlessly uses strategies and content properly; and ➤ achieves consistent evidence of increasing overall student performance for most students; and ➤ intentionally prepares and plans for connections among previous, current, and future learning. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ consistently adjusts for individual student learning needs; and ➤ comfortably and seamlessly combines strategies and content, as appropriate; or ➤ comfortably and seamlessly modifies or creates alternate uses of strategies; and ➤ achieves consistent evidence of increasing overall student performance for nearly all students; and ➤ comfortably and seamlessly connects previous, current, and future learning.

Domain 2	Ineffective	Developing	Professional	Mentor	Highly Effective
2a: Establishing a Culture of Respect and Rapport	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ rarely demonstrates genuine care and lacks respect for individual students; or ➤ does not seek to understand each student's individual learning needs. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ occasionally demonstrates genuine care and respect for individual students. ➤ infrequently seeks to understand each student's individual learning needs. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ demonstrates genuine care and respect for individual students. ➤ commonly seeks to understand each student's individual learning needs. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ provides a healthy and safe learning environment by incorporating their genuine care, respect, and understanding of individual student learning needs into their daily interactions with each student. 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ creates a healthy and safe learning environment that fosters each student's positive self-awareness, motivation, character, civic responsibility, and their respect for individual differences (i.e., cultural, religious, gender, racial, ethnicity, etc.).
2b: Establishing a Culture of High Expectations	<p>Teacher rarely, if ever, sets high expectations as evidenced by a lack of ...</p> <ul style="list-style-type: none"> ➤ praising academic work or good behavior; or ➤ encouraging students to persist through difficult tasks; or <p>as evidenced by a lack of students ...</p> <ul style="list-style-type: none"> ➤ asking and answering questions; or ➤ taking on challenges; or ➤ engaging in risking failure. 	<p>Teacher may set up high expectations for some, but not others, as evidenced by ...</p> <ul style="list-style-type: none"> ➤ praising the work of some but not others; or ➤ encouraging students to work hard but may not persist in efforts to keep trying; or <p>as evidenced by students hesitantly ...</p> <ul style="list-style-type: none"> ➤ asking and answering questions; or ➤ accepting challenges; or ➤ engaging in risking failure. 	<p>Teacher establishes a culture of high expectations as evidenced by ...</p> <ul style="list-style-type: none"> ➤ celebrating and praising academic work; and ➤ showing patience and helping students work hard toward mastery of learning goals and persisting even when faced with difficult tasks; and <p>as evidenced by students consistently willing to ...</p> <ul style="list-style-type: none"> ➤ ask and answer questions. 	<p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher establishes a culture of high expectations by also ...</p> <ul style="list-style-type: none"> ➤ creating a safe place for students to take on challenges and risk failure. 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher establishes a culture of high expectations as evidenced by students demonstrating high expectations for themselves by consistently and independently ...</p> <ul style="list-style-type: none"> ➤ taking pride in doing their personal best; and ➤ taking on challenges; and ➤ risking failure.

Domain 2	Ineffective	Developing	Professional	Mentor	Highly Effective
2c: Maximizing Instructional Time and Establishing Classroom Procedures	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ provides significant periods of time in which the students are not engaged in meaningful work; or ➤ establishes few, if any, routines or procedures as evidenced by students <ul style="list-style-type: none"> • being unclear about what they should be doing; or • requiring significant amounts of directing or prompting from the teacher most of the time. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ provides more than brief periods of time when students are left without meaningful work to keep them engaged; or ➤ establishes routines, transitions, and procedures, but a significant amount of teacher direction or prompting is required in order for them to be followed. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ provides only brief periods of time when students are not engaged in meaningful work (for example, while the teacher is completing attendance records, etc.); and ➤ establishes routines, transitions, and procedures that are executed, periodically reviewed, and changed/adapted as needed as evidenced by students ... <ul style="list-style-type: none"> • knowing what is expected of them; and • requiring minimal prompting from the teacher. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ provides activities and procedures that are well-established to engage students in meaningful work during times when the teacher completes other tasks (i.e., attendance) and/or while helping other student; and ➤ establishes routines, transitions, and procedures that are executed, periodically reviewed, and changed/adapted as needed as evidenced by students ... <ul style="list-style-type: none"> • knowing what is expected of them; and • requiring minimal prompting from the teacher. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ creates, enriches, maintains, and alters the instructional setting to capture and sustain the interest of each student, regardless of current mastery or developmental level, in order to make the most effective use of available time; and ➤ develops a developmentally appropriate system for facilitating their classroom that helps students adopt appropriate roles and responsibility for their own learning and that of their peers while creating a culture where students can work independently without the need for constant direct supervision by a teacher.

Domain 2	Ineffective	Developing	Professional	Mentor	Highly Effective
2d: Management of Classroom Behavior	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ does not establish and/or communicate standards of conduct to students; or ➤ inappropriately monitors student behavior; or ➤ ineffectively monitors or ignores responsibility for monitoring student behavior within the school setting. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ establishes and communicates standards of conduct to students; and ➤ inconsistently monitors or redirects student behavior in a respectful manner. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ establishes appropriate standards of conduct for students and effectively communicates and interacts with students to reinforce rules and procedures; and ➤ constantly monitors and alert to student behavior and consistently redirects inappropriate behavior in a respectful manner; and ➤ effectively monitors student behavior within the school setting. 	<p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ utilizes positive behavior strategies to consistently establish a healthy and safe learning environment that ... <ul style="list-style-type: none"> • minimizes opportunities for misbehavior; and • focuses on learning within appropriate standards of conduct. 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ creates and consistently applies a system that differentiates standards of conduct by utilizing appropriate alternative techniques that ... <ul style="list-style-type: none"> • meet individual student needs; and • appropriately align with the specific situation.
2e: Physical Learning Environment	<p>Teacher</p> <ul style="list-style-type: none"> ➤ makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for students; or ➤ rarely, if ever, displays, or provides examples of, high quality student work to help students understand expectations level of accomplishing learning goals. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ makes appropriate use of the physical environment to maintain student safety and access; and ➤ inconsistently displays, or provides examples of, high quality student work to help students understand expectations level of accomplishing learning goals. 	<p>In addition to consistently fulfilling the criteria for the <i>Developing</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ utilizes room decorations, material organization, and arrangement of the learning environment to reinforce and enhance learning activities; and ➤ consistently displays, or provides examples of, high quality student work to help students understand expectations level of achieving learning goals. 	<p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ uses the physical space resources to enhance learning activities with purpose (i.e., group work, access to learning centers, technology, etc.). 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ consistently organizes learning activities to maximize the physical space resources available to them including, when applicable, resources outside of their assigned classroom.

Domain 3 – Classroom Strategies

“Domain 3 comprises the components that are at the core of teaching and reflects the primary mission of schools to enhance student learning. Each of the components in this domain represents a distinct aspect of instructional skill. The components are unified through a vision of students developing complex understanding and participating in a community of learners.

In the larger framework for teaching, Domain 3 represents the implementation of the plans teachers designed in Domain 1. Teachers who successfully execute the components of Domain 1 prepare plans that are suitable to their students, grounded in deep understanding of the content, aligned with [adopted curriculum/ instructional programs], and designed to engage students in important work. In Domain 3, teachers demonstrate through their instructional skills that they can successfully implement those plans.

Accomplished teachers engage their students in meaningful work, which carries significance beyond the next test and which can provide the skills and knowledge necessary for answering important questions or contributing to important projects. Such work is real and significant, and it is important to students and teachers. Accomplished teachers don’t motivate their students because the way they organize and present the content, the roles they encourage students to assume, and the student initiative they expect all motivate students to excel. – Danielson, C., et al, p 249, (2009). *Implementing the Framework for Teaching in Enhancing Professional Practice*.

Ineffective	Developing	Effective		Highly Effective
		Professional	Mentor	
<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ concentrates on short-term, day-to-day use of strategies or content; or ➤ Implements strategies or content in a stepwise manner that results in disjointed or ineffective use of strategies or content. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ mostly uses strategies or content properly; and ➤ demonstrates little or inconsistent evidence of differentiating with an intended purpose of addressing individual student learning needs; or ➤ concentrates more on whole class activities while addressing group learning needs more so than individual learning needs. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ uses strategies or content properly; and ➤ demonstrates consistent evidence of an intended purpose of addressing individual student learning needs; and ➤ achieves evidence of increasing student performance. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ consistently addresses individual student learning needs; and ➤ comfortably and seamlessly uses strategies and content properly; and ➤ achieves consistent evidence of increasing overall student performance for most students; and ➤ intentionally prepares and plans for connections among previous, current, and future learning. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ consistently adjusts for individual student learning needs; and ➤ comfortably and seamlessly combines strategies and content, as appropriate; or ➤ comfortably and seamlessly modifies or creates alternate uses of strategies; and ➤ achieves consistent evidence of increasing overall student performance for nearly all students; and ➤ comfortably and seamlessly connects previous, current, and future learning.

Domain 3	Ineffective	Developing	Professional	Mentor	Highly Effective
3a: Communication of Learning Goals	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ communicates learning goals, objectives, and lesson materials in an unclear, vague, or inappropriate manner; or ➤ makes little, if any, effort to connect learning goals to prior knowledge of students. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ communicates learning goals, objectives, and lesson materials that are not ... <ul style="list-style-type: none"> • specific; or • communicated in a student friendly manner that lets students know what they are learning and will be able to do by the end of the lesson; or • measurable; or • aligned to adopted curriculum/ instructional programs; or ➤ ineffectively explains the importance of learning goals; or ➤ generally does not build on prior learning/ knowledge of students or students fail to make the connection to prior learning/ knowledge. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ communicates learning goals, objectives, and lesson materials that are ... <ul style="list-style-type: none"> • specific; and • communicated in a student friendly manner that lets students know what they are learning and will be able to do by the end of the lesson; and • measurable; and • aligned to adopted curriculum/ instructional programs; and ➤ effectively explains the importance of the learning goals so that students understand why they are learning what they are learning; and ➤ builds on students' prior learning/ knowledge of key concepts and skills and makes this connection evident to students 	<p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ communicates the importance of the learning goals such that students can explain what they are learning and why it is important beyond repeating the teachers' communication; and ➤ engages students' prior learning/ knowledge and connects it to the lesson. 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also creates a learning environment where ...</p> <ul style="list-style-type: none"> ➤ students independently recognize connections to prior learning/ knowledge; and ➤ student questions, class discussion, and/or work demonstrate their ability to synthesize and express learning goals in developmentally appropriate ways.

Domain 3	Ineffective	Developing	Professional	Mentor	Highly Effective
3b: Demonstrating, Clearly Communicating, and Introducing Content Knowledge/Skills to Students	Teacher ... <ul style="list-style-type: none"> ➤ delivers content that is factually incorrect or inconsistent with the adopted curriculum/ instructional programs; or ➤ provides explanations that are unclear and fail to build student understanding of key concepts; or ➤ continues with planned instruction, even when it is obvious that students are not understanding content; or ➤ uses inappropriate language or fails to use developmentally appropriate language. 	Teacher ... <ul style="list-style-type: none"> ➤ delivers content that is factually correct and consistent with the adopted curriculum/ instructional programs; or ➤ presents content in a manner that occasionally lacks clarity or is not as well-organized; or ➤ inconsistently restates or rephrases instruction in multiple ways to increase student understanding; or ➤ does not adequately emphasize main ideas needed to accomplish the learning goals; or ➤ provides explanations that sometimes lack developmentally appropriate language. 	Teacher ... <ul style="list-style-type: none"> ➤ demonstrates content knowledge and delivers content that is factually correct and consistent with adopted curriculum/ instructional programs; and ➤ presents content in a clear, concise, and well-organized manner; and ➤ consistently restates and rephrases instruction in multiple ways to increase student understanding; and ➤ adequately and appropriately emphasizes main ideas to accomplish the learning goals; and ➤ uses developmentally appropriate language and explanations 	In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ... <ul style="list-style-type: none"> ➤ consistently paces, such as appropriately chunking the presentation of content, the lesson and unit to meet individual student learning needs; and ➤ uses students' experiences and interests or current events in order to make content relevant, build interest, spark excitement, and connect with previous, current, and future learning. 	In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also ... <ul style="list-style-type: none"> ➤ effectively connects and combines content to other content areas; and ➤ creates a learning environment where students demonstrate that they understand the content at a higher level as evidenced by students asking higher-order questions and independently making connections among their learning.

Domain 3	Ineffective	Developing	Professional	Mentor	Highly Effective
3c: Instructional Engagement	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ creates a learning environment where students are consistently off-task; or ➤ creates a learning environment where there is little, if any, student engagement in learning activities; or ➤ uses individual, small, and/or whole group instruction in a manner that does not support stated instructional goals; or ➤ consistently engages students in developmentally inappropriate content or in content beyond or below their current skill level; or ➤ fails to engage students with individual learning plans (i.e., IEP, ELL, RTI, etc.) in learning activities that implement necessary accommodations. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ creates a learning environment where students are inconsistently on-task; or ➤ utilizes a limited number of learning activities and instructional techniques; or ➤ occasionally engages students in meaningful learning activities aligned with learning goals; or ➤ uses individual, small, and/or whole group instruction in a manner inconsistent in suitability to the stated instructional goals; or ➤ focuses on the whole class instead of differentiating to meet individual student learning needs; or ➤ inconsistently provides students with individual learning plans (i.e., IEP, ELL, RTI, etc.) with the necessary accommodations to engage in content. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ creates a learning environment where students are consistently on-task; and ➤ uses a variety of learning activities and instructional techniques that ... <ul style="list-style-type: none"> • engage students in practicing/deepening knowledge/skills; and • align with learning goals; and ➤ uses individual, small, and/or whole group instruction in a manner that is varied as appropriate to support most instructional goals; and ➤ appropriately differentiates learning activities to meet individual student learning needs; and ➤ consistently provides students with individual learning plans (i.e., IEP, ELL, RTI, etc.) with the necessary accommodations to engage in content. 	<p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ comfortably and seamlessly implements a variety of learning activities and instructional techniques to engage students and address their individual learning needs while practicing/deepening their knowledge/skills; and ➤ responds appropriately and effectively to students' interests and questions; and ➤ creates a learning environment where students are invested in their work and value academic success as evidenced by their effort and the quality of their work. 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ comfortably and seamlessly combines and/or modifies/creates alternate uses of learning activities and instructional techniques to engage students and address their individual learning needs; and ➤ extends student learning by providing additional learning opportunities based on student interest and questions; and ➤ creates a learning environment where students independently engage in, interact with, or create tasks with the content.

Domain 3	Ineffective	Developing	Professional	Mentor	Highly Effective
<p>3d: Developing Higher Levels of Understanding through Rigorous Instruction and Work</p>	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ rarely, if ever, aligns instruction with the developmental level of students (may be too challenging or too easy); or ➤ ineffectively uses questioning as an effective tool to increase understanding; or ➤ permits students to only show a surface-level understanding of content ➤ almost always uses teacher directed learning activities; or ➤ provides students with few opportunities to apply learning or engage in meaningful practice of the content 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ challenges some students, but misses other students due to a lack of differentiation based on student learning needs or level of understanding; or ➤ uses learning activities that are too complex or too confusing and fail to scaffold learning; or ➤ provides some opportunities for students to apply content or engage in meaningful practice of the content but relies more on teacher directed learning activities that limit student application and practice. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ challenges almost all students by appropriately differentiating instruction based on individual student learning needs and level of understanding; and ➤ frequently develops higher-levels of understanding through effective questioning and learning supports; and ➤ utilizes a variety of instructional strategies that provide students the opportunity to apply, engage in meaningful practice, and demonstrate their learning; and ➤ provides some connections to other content areas or real life situations. 	<p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ provides many connections to other content areas or real life situations; and ➤ creates a learning environment where students ... <ul style="list-style-type: none"> • answer higher-level questions with meaningful responses; and • pose higher-level questions to the teacher. 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ frequently provides connections to other content areas or real-life situations; and ➤ encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (i.e., enrichment assignments); and ➤ creates a learning environment where students ... <ul style="list-style-type: none"> • independently pose higher-level questions to each other with meaningful responses; and • make connections to other content areas or real-life situations.

Domain 3	Ineffective	Developing	Professional	Mentor	Highly Effective
3e: Checking for Understanding	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ rarely, if ever, checks for understanding of content; or ➤ frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the issue; or ➤ rarely, if ever, assesses for mastery at the end of the lesson or unit; or ➤ rarely, if ever, attempts to adjust instruction based on checks for understanding, or attempts at doing so usually fail to help students understand. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ sometimes checks for understanding of content; or ➤ predominantly or ineffectively uses the lower levels of <i>Bloom's Taxonomy</i> to check for understanding; or ➤ inconsistently uses a limited number of formative or summative assessments to determine the class's understanding; or ➤ inconsistently provides enough wait time after posing a question or before helping students think through a response; or ➤ frequently allows students to "opt-out" of checks for understanding without re-engaging these students to insure understanding; or ➤ unsuccessfully adjusts instruction based on checks for understanding. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ checks for understanding at almost all key moments; and ➤ attempts to use higher levels of <i>Bloom's Taxonomy</i> to check for understanding; and ➤ systemically assesses each student's mastery of learning goals through the use of formative and summative assessments to capture an accurate depiction of the class's understanding; and ➤ uses wait time effectively both after posing a question and before helping students think through a response; and ➤ rarely allows students to "opt-out" of checks for understanding and re-engages these students to insure understanding; and ➤ makes adjustments to instruction based on checks for understanding that lead to increased student understanding. 	<p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ uses a variety of methods to check for understanding that successfully capture an accurate depiction of the class's understanding ➤ consistently and effectively uses higher levels of <i>Bloom's Taxonomy</i> to check for understanding and identify common student learning difficulties and assess student mastery of content; and ➤ anticipates student learning difficulties and preemptively addresses them; and ➤ modifies instruction in response to checks for understanding without taking away from the flow of the lesson or losing student engagement. 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ demonstrates an ability to consistently, comfortably, and seamlessly implement all aspects of this subcategory as evidenced by scaffolding formative and summative assessments that push thinking and encourages student responses that accurately reveal individual student understanding or lack thereof.

Domain 3	Ineffective	Developing	Professional	Mentor	Highly Effective
3f: Feedback to Students	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ provides feedback that is of poor quality; or ➤ does not provide feedback in a timely manner; or ➤ maintains inaccurate or incomplete records/ information related to student achievement/ course progress. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ inconsistently provides quality feedback; or ➤ inconsistently provides feedback in a timely manner; or ➤ develops a system for maintaining records/ information on student achievement/ course progress that periodically produces errors 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ provides feedback while using appropriate verbal, nonverbal, and written communication; and ➤ provides frequent feedback in a timely manner; and ➤ develops an efficient and effective method for maintaining records/ information on student achievement/ course progress that rarely produces errors and continually tracks progress towards achieving the learning goals. 	<p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ effectively communicates feedback to students in a variety of ways in formats and language that are student-friendly and encourages continuous effort. 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ provides feedback that students independently use to apply and extend their learning

Domain 4 – Professionalism and Collegiality

The components of Domain 4 are associated with being a true professional educator, encompassing the roles that teachers assume in addition to the ones they have in the classroom with students. Although students rarely notice these activities, and parents and the larger community see them only intermittently, they are vital to preserving and enhancing the profession. Educators begin some of these activities, such as maintaining records and communicating with families, as soon as they enter the profession because they are integral to their work with students. Teachers develop other activities, such as participating in a professional community, after their first few years of teaching once they've mastered, to some degree, the details of classroom management and instruction.

The work of professional educators manifestly extends beyond their work in the classroom, and participation in these activities is what separates highly professional educators from their less proficient colleagues. When teachers present evidence of their work in this area – through logs, summaries of their work on school and district committees, or descriptions of workshops for parents – they are frequently surprised and impressed by the extent of their professional engagement.” – Danielson, C., et al, p 377, (2009). *Implementing the Framework for Teaching in Enhancing Professional Practice*.

Domain 4	Ineffective	Developing	Professional	Mentor	Highly Effective
4a: Advocate for Student Success	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ rarely, if ever, displays commitment to the education of his/her students; or ➤ accepts failure as par for the course and does not advocate for individual student learning needs. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ displays a general commitment to the education of his/her students. 	<p>Within his/her classroom, the teacher ...</p> <ul style="list-style-type: none"> ➤ displays a commitment to each of his/her students by <ul style="list-style-type: none"> • striving to remedy obstacles around student achievement; and • advocating for individual student learning needs. 	<p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ strives to remedy obstacles around student achievement throughout the school; and ➤ advocates for individual student learning needs throughout the school; and ➤ makes changes and take risks to ensure student success. 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ advocates for NACS students in settings outside of traditional school.

Domain 4	Ineffective	Developing	Professional	Mentor	Highly Effective
4b: Reflecting on Teaching	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ ineffectively determines whether or not a lesson was effective or achieved its goals; or ➤ ineffectively identifies ideas to improve the lesson. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ develops a general impression of a lesson's effectiveness and the extent to which instructional goals were met; or ➤ identifies general suggestions as to how the lesson might be improved. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ accurately assesses the lesson's effectiveness and the extent to which it achieved its goals; and ➤ identifies meaningful suggestions of alternative strategies which may make the lesson more effective. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ uses reflection and accurate assessments to make immediate or future adjustments to improve the lesson. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ uses reflection and accurate assessments to comfortably, seamlessly, and effectively make immediate or future adjustments to improve the lesson.
4c: Communication with Parents	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ rarely, if ever, reaches out to parents; or ➤ frequently fails to respond to contact initiated by parents; or ➤ makes little, if any, effort to build positive relations with parents. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ inconsistently communicates with parents and in making self available for parent concerns; or ➤ makes minimal effort to build positive relations with parents. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ communicates with parents about student progress on a regular basis; and ➤ makes himself/herself available, as needed, to respond to parent questions and/or concerns; and ➤ works towards building positive relationships with parents. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ frequently communicates with parents in a variety of ways on both positive and negative aspects of student progress; and ➤ makes himself/herself available, as needed, to respond to parent questions and/or concerns; and ➤ builds positive relationships with many parents. 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ advises parents and students of additional resources for learning.

Domain 4	Ineffective	Developing	Professional	Mentor	Highly Effective
4d: Contribution to the School and District Culture	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ rarely, if ever, contributes ideas aimed at improving school culture; or ➤ dedicates little, if any, time outside of class towards helping students and/or co-workers. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ occasionally contributes ideas aimed at improving school culture; or ➤ dedicates minimal amounts of time outside of class towards helping students and/or peers. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ contributes ideas and expertise to improve the school's climate; and ➤ dedicates time outside of class towards helping students and/or co-workers when requested. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ actively participates to continuously improve the school(s)/district climate and culture; and ➤ goes above and beyond in dedicating time outside of class towards helping students and/or co-workers. 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ effectively participates in leadership roles that create a culture of continuous school(s)/district improvement.
4e: Professional Relationships	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ rarely, if ever, participates in opportunities to work with others; or ➤ works in isolation; or ➤ demonstrates an inability of working independently or lacks common sense (asking or not asking questions to the extreme and inappropriate levels); or ➤ fails to positively contribute as a member of a team. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ participates in minimally expected opportunities to work with and learn from others; or ➤ inappropriately asks for assistance; or ➤ inconsistently participates within the school community as a positive and contributing member of a team. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ seeks out and participates in regular opportunities to work with and learn from others; and ➤ appropriately seeks assistance, when needed; and ➤ provides assistance to others in need; and ➤ actively participates within the school community as a positive and contributing member of a team. 	<p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ actively and readily collaborates with others in the school(s) or district; and ➤ serves as a peer coach when needed; and ➤ effectively mentors those new to the profession. 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ effectively serves in leadership roles within collaborative groups in the school(s) or district (i.e., Professional Learning Communities, grade level teams, interdisciplinary teams, content alignment teams, etc.).

Domain 4	Ineffective	Developing	Professional	Mentor	Highly Effective
4f: Seeks Professional Skills and Knowledge	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ rarely, if ever, participates in professional learning opportunities; or ➤ shows limited interest in new ideas, programs, or opportunities to improve his/her teaching. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ participates in professional learning opportunities that are limited only to those that are offered at the school/district level; or ➤ rarely, if ever, translates professional learning into changes in daily practice. 	<p>Teacher ...</p> <ul style="list-style-type: none"> ➤ participates in and seeks professional learning opportunities; and ➤ incorporates new ideas, programs, or classes to improve his/her teaching. 	<p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ uses his/her professional learning to not only improve his/her teaching, but also to extend the learning of colleagues. 	<p>In addition to consistently fulfilling the criteria for the <i>Mentor</i> level, the teacher also ...</p> <ul style="list-style-type: none"> ➤ serves as a model for colleagues and contributes to the profession by using, sharing, and creating new ideas, programs, or classes.

Core Professional Standards	No, teacher does not meet the minimum expectation.	Yes, teacher meets or exceeds the minimum expectation.
Appropriate Language	Individual demonstrates a pattern of using language that is not appropriate with and/or offensive to students, parents, colleagues, administrators, other community patrons, or visitors.	Individual demonstrates a pattern of using appropriate language with students, parents, colleagues, administrators, other community patrons, or visitors.
Attendance	Individual demonstrates a pattern of absences that negatively affects student learning, places unnecessarily increased responsibility on colleagues or substitutes to supervise students assigned to the frequently absent individual, or violates procedures set forth by the employer (this is not intended, nor does it describe, an individual with legitimate reasons requiring a leave of absence, bereavement, accommodating medical needs, etc.)	Individual demonstrates a pattern of attendance that positively contributes to student learning, demonstrates a sense of responsibility to the entire team assigned to supervise students, and complies with procedures set forth by the employer. (this is not intended, nor does it describe, an individual with legitimate reasons requiring a leave of absence, bereavement, accommodating medical needs, etc.)
Maintenance of Accurate Records	Individual demonstrates a pattern of maintaining inaccurate or incomplete records/ information, or consistently missing established timelines for providing feedback/ answers/ responses to requests/ required reports. (such as, but not limited to, submitting grades, annual orientation packet, payroll information, student attendance records, field trip requests, professional requests, etc.)	Individual demonstrates a pattern of maintaining records/ information in an efficient and effective manner that rarely produces errors, and consistently adheres to established timelines for providing feedback/ answers/ responses to requests/ required reports. (such as, but not limited to, submitting grades, annual orientation packet, payroll information, student attendance records, field trip requests, professional requests, etc.)
On-Time Arrival	Individual demonstrates a pattern of late arrivals that negatively affect student learning, entrusts unnecessarily increased responsibility on colleagues to supervise students assigned to the late arriving individual, or violates procedures set forth by the employer.	Individual demonstrates a pattern of on-time arrivals that positively contribute to student learning, exhibits a sense of responsibility to the entire team assigned to supervise students, and complies with procedures set forth by the employer.
Policies and Procedures	Individual demonstrates a pattern of violating federal, state, local, laws or regulations or school/district contract, policies, and/or procedures. (such as, but not limited to, submitting discipline referrals, FERPA, IDEA, harassment, collaboration attendance, following adopted curriculum, field trips, fundraisers, appropriate attire, etc.)	Individual demonstrates a pattern of complying with and adhering to federal, state, local, laws or regulations or school/district contract, policies, and/or procedures. (such as, but not limited to, submitting discipline referrals, FERPA, IDEA, harassment, collaboration attendance, following adopted curriculum, field trips, fundraisers, appropriate attire, etc.)

Northwest Allen County Schools

Definitions of Data Types used in the Performance Evaluation Plan

Tier 1 Assessments are required standardized assessments, such as but not limited to, ISTEP, PARCC, End of Course Assessments (ECA), ISTAR, IMAST, and LAS Links.

Tier 2 Assessments are optional standardized assessments (NWEA, AP, IB, PLTW, MOUS Certification, DRA, etc.).

Tier 3 Assessments are formative assessments or local assessments that are not standardized within large sample sizes but are standardized in terms of use within grade levels or subject areas within NACS (Common Assessments, common projects, Accelerated Math, Accelerated Reading, etc.)

Tier 4 Assessments are assessments that capture non-testing types of data related to research-based strategies, such as but not limited to, the What Works in Schools Surveys (Appendices C & D).

Additional Considerations Concerning the Implementation of the Individual Data Requirement into the Performance Evaluation Plan

Specific subject areas/grade levels should make recommendations specific Tier 2 and Tier 3 assessments related to their content area and/or grade level.

All assessments should be benchmarked to a criterion referenced data point and not be norm-referenced or unbenchmarked against a minimum criterion; growth data should be used whenever statistically defensible data is available

Whenever possible, multiple Tier 3 and Tier 4 assessments should be available as options from which individual teachers can choose based on their individual situation. However, teachers shall not continually change which assessments are used from year-to-year. Consistency of data formats is encouraged so accurate determinations of professional growth can be ascertained.

Data to be included within the evaluation process shall be the data results within the most recent and previous three-year span (i.e., spring 2016 data for the purposes of the evaluation process shall be based on an analysis of the 2015-16, 2014-15, and 2013-14 data results; whereas, spring 2017 performance evaluation data shall be based on an analysis of the 2016-17, 2015-16, and 2014-15 data results, and so on.)

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What Works in Schools Parent Survey

Please use the following scale to respond to each statement:

Strongly Agree Agree Disagree Strongly Disagree Not Applicable/Don't Know

1. The teacher informs parents/guardians about the knowledge and skills that are important for my child to learn.
2. The teacher provides parents/guardians with detailed information about my child's academic progress, including information about my child's academic strengths as well as areas needing improvement.
3. The teacher has a plan for improving my child's student achievement.
4. The teacher keeps parents/guardians informed about important decisions and initiatives within the classroom (grading procedures, field trips, class procedures, course requirements, etc.).
5. Based on my observations and firsthand experiences, the teacher works, identifies, and deals with potential discipline issues proactively.
6. During my observations and interactions, the teacher behaves professionally with students, with parents/guardians, and with one another.
7. The teacher provides information about how parents/guardians can support learning at home.
8. The teacher provides opportunities for my child to read a variety of materials.
9. The teacher actively develops my child's vocabulary.
10. The teacher enhances my child's learning by providing many opportunities for my child to pursue his/her individual interests.
11. The teacher acknowledges significant academic progress made by my child.
12. During lessons, the teacher makes clear the learning purposes of the lesson.
13. The teacher makes sure that students are aware of their progress on specific lesson goals.
14. The teacher provides useful feedback to students about their homework assignments.
15. The teacher helps students connect units of study with larger curriculum concepts.
16. The teacher has students write frequently about what they are learning.
17. The teacher encourages students to use what they are learning to solve problems, make decisions, and test new and creative ideas.
18. In class, the teacher encourages students to do their best work and recognizes their success.
19. The teacher clearly communicates classroom rules and procedures.
20. The teacher makes an effort to get to know my child personally and understands her/his learning needs.

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What Works in Schools Student Survey

Please use the following scale to respond to each statement:

Strongly Agree

Agree

Disagree

Strongly Disagree

Not Applicable/Don't Know

1. The teacher informs me of the knowledge and skills that are important for me to learn.
2. The teacher helps me understand important content.
3. The teacher provides me with detailed information about my academic progress, including information about my academic strengths as well as areas needing improvement.
4. The teacher helps me develop a plan for improving my student achievement.
5. The teacher keeps me informed about important decisions and initiatives within the classroom (grading procedures, field trips, class procedures, course requirements, etc.).
6. Based on my observations and firsthand experiences, the teacher seems to enforce rules fairly.
7. During my observations and interactions, the teacher behaves professionally with students and with one another.
8. The teacher provides opportunities for me to read a variety of materials.
9. The teacher actively develops my academic vocabulary.
10. The teacher enhances my learning by providing opportunities for me to pursue my individual interests.
11. The teacher acknowledges significant academic progress made by me.
12. During lessons, the teacher makes clear the learning purposes of the lesson.
13. The teacher makes sure that I am aware of my progress on specific lesson goals.
14. The teacher provides useful feedback to me about my homework assignments.
15. The teacher helps me connect units of study with larger curriculum concepts.
16. The teacher has me write frequently about what I am learning.
17. The teacher encourages me to use what I am learning to solve problems, make decisions, and test new and creative ideas.
18. In class, the teacher encourages me to do my best work and recognizes my success.
19. The teacher clearly communicates classroom rules and procedures.
20. The teacher makes an effort to get to know me and understand my learning needs.
21. The teacher designs lessons that are interesting to me.

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Northwest Allen County Schools

Professional Growth Action Plan

Each teacher shall develop a Professional Growth Plan which includes at least two instructional/professional goals prior to September 15. These goals are to be submitted to the administrator who will then meet with the teacher prior to the end of October to discuss the Professional Growth Plan. At this conference, the teacher may revise the goals. Also the administrator may identify a goal(s) to assist the teacher's educational growth. Whenever possible, the goals should be related to the Professional Growth Framework and/or the School Action Plan for Continuous Improvement. Joint teacher-administrator decisions will be made as to the relevance, scope, and nature of the Professional Growth Plan. A meeting with the teacher and administrator will be prior to May 15 to discuss progress of the teacher's Professional Growth Plan. Each goal should be in the format of SMART goals.

Goal Writing Process

An important component of the Northwest Allen County Schools Performance Evaluation Plan is developing goals for the Professional Growth Action Plan. The process begins with reflection by the teacher on improving her/his instructional effectiveness and leadership. It culminates in a document that represents SMART goals. SMART goals are Specific, Measurable, Achievable, Results-oriented, and Time-bound.

SMART Goals

S - specific, significant, stretching

- Well defined
- Clear to anyone that has a basic knowledge of the project

M - measurable, meaningful, motivational

- Know if the goal is obtainable and how far away completion is
- Know when it has been achieved

A - attainable, achievable, acceptable, action-oriented

- Agreement with all the stakeholders what the goals should be

R - realistic, relevant, reasonable, rewarding, results-oriented

- Within the availability of resources, knowledge and time

T - time-based, timely, tangible, trackable

- Enough time to achieve the goal
- Not too much time – the goal and the pace must remain meaningful

Definition of Terms

Instructional Goals	Goals related to the teacher/student relationship (i.e., pedagogy, learning environment, student assessment, use of data, media/technology, differentiating/curriculum, etc. For the most part, items in Domains 1, 2, and 3 of the Professional Growth Framework comprise a guide to professional goals.)
Professional Goals:	Goals related to increasing knowledge of the teaching/learning process (i.e., participation in professional learning opportunities, graduate courses, professional organizations, etc. For the most part, items in Domain 4 of the Professional Growth Framework comprise a guide to professional goals.)
The Stated Goals could include:	Individual, team, building, or district goals which result in continuous improvement of student learning.
The Time Line should include:	Anticipated starting date of the plan and an indication of when each milestone will be reached during the completion of the plan.
The Methods/ Strategies could include:	Action research, coaching, video recording, self-assessment, mentoring, college courses related to current assignment, simulations, workshops, visitation days, conferences, classroom observations, teacher academies, etc.)
Indicators of Progress could include:	Professional portfolios, student work portfolios, video recordings of class activities, peer observation, principal observation, parent responses, student responses, statistical measures, performance assessment (data), case study analysis, benchmarks, presentations at workshops, etc.)
Resources/ Support could include:	Classroom materials, student materials, journals, workshops, books, collegial time, appropriate technology, mentoring, collegial support, release time, administrative support, etc.

PROFESSIONAL GROWTH ACTION PLAN Form – Goal 1

Teacher's Name:	School Year
School Assignment(s):	Work Assignment(s):

Check Goal Category: Instructional Goal: Professional Development Goal:

Goal 1:

Describe how accomplishing this goal will improve student learning:

Describe how accomplishing this goal will improve your professional performance:

Action Plan for accomplishing the goal:

Timeline for implementing the action plan and for accomplishing the goal:

Describe indicators/evidence of progress towards accomplishing the goal:

Describe the resources/support that you anticipate needing in order to accomplish the goal:

Staff Member Signature:	Administrator Signature:
Date:	Date:

PROFESSIONAL GROWTH ACTION PLAN Form – Goal 2

Teacher's Name:	School Year
School Assignment(s):	Work Assignment(s):

Check Goal Category: Instructional Goal: Professional Development Goal:

Goal 2:

Describe how accomplishing this goal will improve student learning:

Describe how accomplishing this goal will improve your professional performance:

Action Plan for accomplishing the goal:

Timeline for implementing the action plan and for accomplishing the goal:

Describe indicators/evidence of progress towards accomplishing the goal:

Describe the resources/support that you anticipate needing in order to accomplish the goal:

Staff Member Signature:	Administrator Signature:
Date:	Date:

PROFESSIONAL GROWTH ACTION PLAN Form – Goal 3

Teacher's Name:	School Year
School Assignment(s):	Work Assignment(s):

Check Goal Category: Instructional Goal: Professional Development Goal:

Goal 3:

Describe how accomplishing this goal will improve student learning:

Describe how accomplishing this goal will improve your professional performance:

Action Plan for accomplishing the goal:

Timeline for implementing the action plan and for accomplishing the goal:

Describe indicators/evidence of progress towards accomplishing the goal:

Describe the resources/support that you anticipate needing in order to accomplish the goal:

Staff Member Signature:	Administrator Signature:
Date:	Date:

PROFESSIONAL GROWTH ACTION PLAN Form – Goal 4

Teacher's Name:	School Year
School Assignment(s):	Work Assignment(s):

Check Goal Category: Instructional Goal: Professional Development Goal:

Goal 4:

Describe how accomplishing this goal will improve student learning:

Describe how accomplishing this goal will improve your professional performance:

Action Plan for accomplishing the goal:

Timeline for implementing the action plan and for accomplishing the goal:

Describe indicators/evidence of progress towards accomplishing the goal:

Describe the resources/support that you anticipate needing in order to accomplish the goal:

Staff Member Signature:	Administrator Signature:
Date:	Date:

PROFESSIONAL GROWTH ACTION PLAN SUMMARY Form

Teacher's Name:	School Year
School Assignment(s):	Work Assignment(s):
List the Goals of the Professional Growth Action Plan:	
Provide a summary of the process used to achieve your goals:	
Describe how your Professional Growth Action Plan improved student learning. Please include supporting evidence.	
Describe how your Professional Growth Action Plan improved your professional practice. Please include supporting evidence.	
Teacher Comments:	
Administrator Comments:	
Staff Member Signature:	Administrator Signature:
Date:	Date:

Please include additional copies of this form if additional space is needed to summarize your accomplishments towards your instructional/professional development goals.

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PERFORMANCE EVALUATION PLAN RESULTS Form (Years 1 – 3 of Implementation)

Individual Data Score Summary (page 2)

Teacher's Name:	School Year
School Assignment(s):	Work Assignment(s):
Total Evaluation Score based on application of the Professional Growth Framework = _____	
Overall Score for Domain 1 (15% of the Total Evaluation Score) = _____	
1a = _____ 1b = _____ 1c = _____ 1d = _____ 1e = _____	
Overall Score for Domain 2 (15% of the Total Evaluation Score) = _____	
2a = _____ 2b = _____ 2c = _____ 2d = _____ 2e = _____	
Overall Score for Domain 3 (35% of the Total Evaluation Score) = _____	
3a = _____ 3b = _____ 3c = _____ 3d = _____ 3e = _____ 3f = _____	
Overall Score for Domain 2 (15% of the Total Evaluation Score) = _____	
4a = _____ 4b = _____ 4c = _____ 4d = _____ 4e = _____ 4f = _____	
4g = _____ 4h = _____ 4i = _____ 4j = _____ 4k = _____	
Total Evaluation Score based on application of the Individual Data = _____	
Tier 1 = _____ Tier 2 = _____ Tier 3 = _____ Tier 4 = _____	

PERFORMANCE EVALUATION PLAN RESULTS Form (Year 4 of Implementation and beyond)
 Individual Data Score Summary (page 2)

Teacher's Name:	School Year
School Assignment(s):	Work Assignment(s):
Total Evaluation Score based on application of the Professional Growth Framework = _____	
Overall Score for Domain 1 (15% of the Total Evaluation Score) = _____	
1a = ____ 1b = ____ 1c = ____ 1d = ____ 1e = ____	
Overall Score for Domain 2 (15% of the Total Evaluation Score) = _____	
2a = ____ 2b = ____ 2c = ____ 2d = ____ 2e = ____	
Overall Score for Domain 3 (25% of the Total Evaluation Score) = _____	
3a = ____ 3b = ____ 3c = ____ 3d = ____ 3e = ____ 3f = ____	
Overall Score for Domain 2 (15% of the Total Evaluation Score) = _____	
4a = ____ 4b = ____ 4c = ____ 4d = ____ 4e = ____ 4f = ____	
4g = ____ 4h = ____ 4i = ____ 4j = ____ 4k = ____	
Total Evaluation Score based on application of the Individual Data = _____	
Tier 1 = ____ Tier 2 = ____ Tier 3 = ____ Tier 4 = ____	

PERFORMANCE EVALUATION REMEDIATION PLAN Form

Teacher's Name:	School Year
School Assignment(s):	Work Assignment(s):
In what areas was the teacher found to be deficient as documented on the PERFORMANCE EVALUATION PLAN RESULTS:	
Action Plan for correcting the deficiencies:	
Timeline for correcting the deficiencies (at most one semester, or no more than 90 school days if one semester exceeds ninety (90) days per IC 20-28-11.5-6(b)):	
Describe indicators/evidence of progress towards accomplishing the goal:	
Describe the resources/support that you anticipate needing in order to accomplish the goal:	
Staff Member Signature:	Administrator Signature:
Date:	Date:

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A Summary of *The Art and Science of Teaching*

by Robert Marzano

Ten Design Questions Related to Effective Instruction

- Design Question 1: What will we do to establish and communicate learning goals, track student progress, and celebrate success?
- Design Question 2: What will we do to help students effectively interact with new knowledge?
- Design Question 3: What will we do to help students practice and deepen their understanding of new knowledge?
- Design Question 4: What will we do to help students generate and test hypotheses about new knowledge?
- Design Question 5: What will we do to engage students?
- Design Question 6: What will we do to establish or maintain classroom rules and procedures?
- Design Question 7: What will we do to recognize and acknowledge adherence to and lack of adherence to classroom rules and procedures?
- Design Question 8: What will we do to establish and maintain effective relationships with students?
- Design Question 9: What will we do to communicate high expectations for all students?
- Design Question 10: What will we do to develop effective lessons organized into a cohesive unit?

The Art and Science of Teaching

Teacher Student Relationships

Adherence to Rules and Procedures

Enacted on the Spot
Student Engagement

Involves Routines
Learning Goals and Feedback
Rules and Procedures

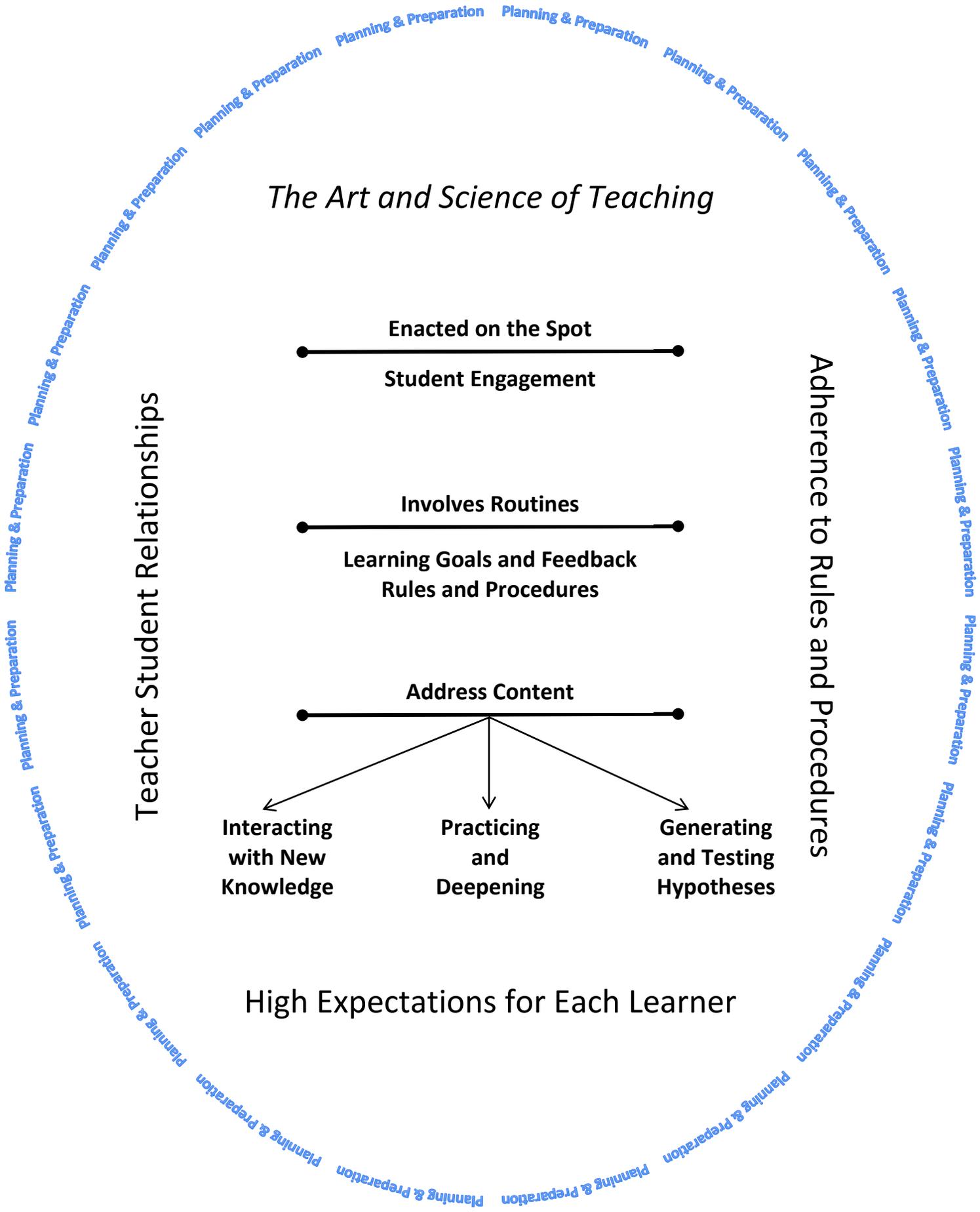
Address Content

Interacting
with New
Knowledge

Practicing
and
Deepening

Generating
and Testing
Hypotheses

High Expectations for Each Learner



ROUTINE EVENTS

DQ 1: What will I do to communicate student learning goals, track student progress, and celebrate success?

Provide clear learning goals

- Learning goal posted
- Goal articulates learning, not an activity
- Goal is referenced throughout the lesson
- Scale or rubric clarifies learning goal
- Scale or rubric used throughout the lesson

Tracking student progress formatively

- Teacher helps students track progress toward learning goal
- Scores assigned depicting status/progress toward goal
- Teacher charts progress of class toward the goal

Recognizes student success

- Teacher acknowledges student achievement/improvement
- Teacher acknowledges and celebrates final achievement/improvement of the class
- Celebrates success (e.g., certification, parent notification, round of applause, etc.)

DQ 6: What will I do to establish and maintain classroom rules and procedures?

Reviews expectations and rules with students

- Teacher involves students in classroom routines
- Teacher uses classroom meetings to review rules/procedures
- Teacher reminds students of rules/procedures
- Students asked to restate or explain rules and procedures
- Teacher provides cues or signals when rules/procedures should be used

Organizes room to facilitate learning

- The layout of the room has clear traffic patterns
- There is easy access to materials and centers
- The classroom is decorated to support student learning
 - Bulletin boards relate to content
 - Student work is displayed

SEGMENTS ADDRESSING CONTENT

DQ 2: What will I do to help students effectively interact with new knowledge?

Identifies critical input experiences	<ul style="list-style-type: none"> ➤ Teacher explains why content is important ➤ Teacher alerts students to get ready for important information ➤ Teacher cues importance using tone of voice, body position, level of excitement
Organizes students into groups to process content	<ul style="list-style-type: none"> ➤ Teacher has established routines for student grouping and student interaction in groups ➤ Students organized into groups; dyads, triads, etc.
Previews new content	<ul style="list-style-type: none"> ➤ Teacher uses preview questions before reading ➤ Teacher uses K-W-L or variation ➤ Teacher asks/reminds students what they already know ➤ Teacher provides outline/graphic organizer ➤ Teacher has students brainstorm ➤ Teacher uses anticipation guide ➤ Teacher uses motivational hook/launch activity; anecdotes, short selection from video, etc. ➤ Teacher uses word splash activity or similar to connect vocabulary to upcoming content
Chunks content	<ul style="list-style-type: none"> ➤ Teacher stops at strategic points in a verbal presentation ➤ Teacher stops video at key points ➤ While providing demonstration, teacher stops at key points ➤ While students reading information or stories orally, teacher stops at key points
Active processing of new information	<ul style="list-style-type: none"> ➤ Teacher has group members summarize new information ➤ Teacher employs formal group processing strategies; jigsaw, reciprocal teaching, concept attainment
Asks questions to elaborate on new information	<ul style="list-style-type: none"> ➤ Teacher asks explicit questions that require students to make elaborative inferences about new content ➤ Teacher asks students to explain and defend their inferences ➤ Teacher presents situations or problems that require inferences

Records and represents new knowledge	<ul style="list-style-type: none"> ➤ Teacher asks students to summarize information they've learned ➤ Teacher asks students to generate notes that identify critical information in the content ➤ Teacher asks students to create nonlinguistic representations for new content; graphic organizers, pictures, etc. ➤ Teacher asks students to create mnemonics that organize the content
Reflection on learning	<ul style="list-style-type: none"> ➤ Teacher asks students to state or record what they are clear about and what they are confused about ➤ Teacher asks students to state or record their effort ➤ Teacher asks students to state or record what they might have done to enhance their learning
DQ 3: What will I do to help students practice and deepen their understanding of new knowledge?	
Brief review of critical information	<ul style="list-style-type: none"> ➤ Teacher begins lesson with brief review of content ➤ Teacher uses specific strategies to review information: summary, problem solving, questions that require use of content, demonstration, practice test or exercise
Uses grouping to facilitate practicing/deepening	<ul style="list-style-type: none"> ➤ Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content ➤ Teacher organizes students into groups with the intent to practice a skill, strategy, or process
Appropriate use of homework	<ul style="list-style-type: none"> ➤ Teacher communicates a clear purpose for homework as related to learning goal ➤ Teacher extends an activity that was begun in class to provide students with more time ➤ Teacher assigns well-crafted homework assignment that allows students to practice and deepen their knowledge independently
Examining similarities and differences	<ul style="list-style-type: none"> ➤ Teacher engages students in activities that require students to examine similarities and differences between content; comparison activities, classifying activities, analogy activities, metaphor activities ➤ Teacher facilitates the use of activities to help students deepen their understanding of content; ask students to summarize what they have learned, as students to explain how activity adds to their understanding
Examining errors in reasoning	<ul style="list-style-type: none"> ➤ Teacher asks students to examine information for errors or informal fallacies; faulty logic, attacks, weak reference, misinformation ➤ Teacher asks students to examine the strength of support presented for a claim; statement of a clear claim, evidence for the claim presented, qualifiers presented showing exceptions to the claim

Practicing skills/strategies/processes	<ul style="list-style-type: none"> ➤ Teacher engages students in massed and distributed practice activities that are appropriate to ability ➤ Guided practice if students cannot perform the skill, strategy, or process independently ➤ Independent practice if students can perform the skill, strategy, or process
Revising knowledge	<ul style="list-style-type: none"> ➤ Teacher asks students to examine previous entries in their academic notebooks or notes ➤ Teacher engages the whole class in an examination of how the current lesson changed perceptions of previous understandings of the content ➤ Teacher has students explain how their understanding has changed
DQ 4: What will I do to help students generate and test hypotheses about new knowledge?	
Organizes students to work on complex tasks	<ul style="list-style-type: none"> ➤ Teacher establishes the need to generate and test hypotheses ➤ Teacher organizes students into groups to generate and test hypotheses
Engages students in complex tasks	<ul style="list-style-type: none"> ➤ Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires students to generate and test hypotheses ➤ Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses and determine if their hypotheses was confirmed or disconfirmed
Acts as resources provider/gives guidance	<ul style="list-style-type: none"> ➤ Teacher makes him or herself available to students who need guidance or resources; circulates around the room, provides access to self ➤ Teacher interacts with students during the class to determine their needs for hypothesis generation and testing tasks ➤ Teacher volunteers resources and guidance as needed by the entire class, group of students, or individual students

SEGMENTS ENACTED on the SPOT

DQ 5: What will I do to engage students?

Noticing when students are not engaged	<ul style="list-style-type: none"> ➤ Teacher notices when specific students or groups of students are not engaged ➤ Teacher notices when the energy level in the room is low ➤ Teacher takes action to re-engage students
Use academic games	<ul style="list-style-type: none"> ➤ Teacher uses structured games (Jeopardy, Family Feud, 20 Questions, etc.) ➤ Teacher develops impromptu games ➤ Teacher uses friendly competition with classroom games
Manages question and response rates	<ul style="list-style-type: none"> ➤ Teacher uses wait time effectively ➤ Teacher uses response cards, hand signals, choral response, etc. ➤ Teacher uses technology to keep track of student responses ➤ Teacher uses response chaining
Uses physical movement to maintain engagement	<ul style="list-style-type: none"> ➤ Teacher has students stand up or stretch or do related activities when energy is low ➤ Teacher uses activities that require students to move to respond (e.g., vote with your feet, human barometer, etc.) ➤ Teacher has students physically act out or model content to increase energy and engagement ➤ Teacher uses give-one/get-one activities that require students to move around the room
Maintains lively pace	<ul style="list-style-type: none"> ➤ Teacher employs crisp transitions from one activity to the next ➤ Teacher alters pace appropriately (speeds up or slows down for desired impact)
Demonstrates intensity and enthusiasm	<ul style="list-style-type: none"> ➤ Teacher describes personal experiences that relate to the content ➤ Teacher signals excitement for content using gestures, tone, dramatization, etc. ➤ Teacher overtly adjusts energy level
Uses friendly controversy	<ul style="list-style-type: none"> ➤ Teacher structures mini-debates about the content ➤ Teacher has students examine multiple perspectives and opinions about the content ➤ Teacher elicits different opinions on the content from members of the class

Relates content to personal interests	<ul style="list-style-type: none"> ➤ Teacher is aware of student interests and makes connections to class content ➤ Teacher structures activities that ask students to make connections to themselves ➤ When students are explaining how content relates to their personal interests, the teacher shows interest
Presents unusual or intriguing information	<ul style="list-style-type: none"> ➤ Teacher provides interesting facts and details about the content ➤ Teacher encourages students to identify interesting information ➤ Teacher engages students in activities like “Believe It or Not” about content ➤ Teacher uses guest speakers/resources to provide interesting/unusual information about content ➤ Teacher tells stories related to the content
<p>DQ 7: What will I do to recognize and acknowledge adherence or lack of adherence to classroom rules and procedures?</p>	
Demonstrates “withitness”	<ul style="list-style-type: none"> ➤ Teacher physically occupies all quadrants of the room ➤ Teacher scans the entire room, making eye contact with all students ➤ Teacher recognizes potential sources of disruption and deals with them immediately ➤ Teacher proactively addresses inflammatory situations
Applies consequences	<ul style="list-style-type: none"> ➤ Teacher provides nonverbal signals when students’ behavior is inappropriate: eye contact, proximity, tapping on desk, shaking head “no,” etc. ➤ Teacher uses group contingency consequences (i.e., whole group must demonstrate specific behavior) ➤ Teacher involves the home (i.e., makes a call home to parents to help extinguish inappropriate behavior) ➤ Teacher uses direct cost consequences when appropriate (e.g., student must fix something he/she broke)
Consistently acknowledges adherence to rules	<ul style="list-style-type: none"> ➤ Teacher provides nonverbal signals that a rule or procedure has been followed: smile, nod, high five, etc. ➤ Teacher gives verbal cues that a rule or procedure has been followed: thanking, describing, etc. ➤ Teacher notifies the home when a rule or procedure has been followed ➤ Teacher uses tangible recognition when a rule or procedure has been followed (e.g., certificate, token economy, etc.)
<p>DQ 8: What will I do to establish and maintain effective relationships with students?</p>	
Understands student interests/background	<ul style="list-style-type: none"> ➤ Teacher has side discussions with students about events in their lives ➤ Teacher has discussions with students about topics in which they are interested ➤ Teacher builds student interests into lessons

Uses verbal and nonverbal that indicate care	<ul style="list-style-type: none"> ➤ Teacher compliments students regarding academic and personal accomplishments ➤ Teacher engages in informal conversations with students that are not related to academics ➤ Teacher uses humor with students when appropriate ➤ Teacher smiles, nods, etc. at students when appropriate ➤ Teacher puts hand on students' shoulder appropriately, when appropriate
Behaves objectively and maintains control	<ul style="list-style-type: none"> ➤ Teacher does not exhibit extremes in positive or negative actions ➤ Teacher addresses inflammatory issues and events in a calm and controlled manner ➤ Teacher interacts with all students in the same calm and controlled fashion ➤ Teacher does not demonstrate personal offense at student misbehavior
<p>DQ 9: What will I do to communicate high expectations for students?</p>	
Exhibits behaviors that demonstrate value and respect for low expectancy students	<ul style="list-style-type: none"> ➤ When asked, the teacher can identify the students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students ➤ The teacher provides low expectancy students with nonverbal indications that they are valued and respected (e.g., eye contact, smile, appropriate physical contact, etc.) ➤ The teacher provides low expectancy students with verbal indications that they are valued and respected (playful dialogue, addressing students in a manner that they view as respectful) ➤ Teacher does not allow negative comments about low expectancy students
Asks questions of low expectancy students	<ul style="list-style-type: none"> ➤ Teacher makes sure low expectancy students are asked questions at the same rate as high expectancy students ➤ Teacher makes sure low expectancy students are asked complex questions at the same rate as high expectancy students
Probes incorrect answers of low expectancy students	<ul style="list-style-type: none"> ➤ Teacher asks low expectancy students to further explain their answers when they are correct ➤ Teacher rephrases questions for low expectancy students when they provide an incorrect answer ➤ Teacher breaks questions into smaller and simpler parts when low expectancy students answers questions incorrectly ➤ When low expectancy students demonstrate frustration, the teacher allows them to collect their thoughts and goes back to them at a later point

Planning and Preparation

DQ 10: What will I do to develop effective lessons organized into a cohesive unit?

<p>Includes the elements of an effective lesson</p>	<ul style="list-style-type: none"> ➤ Teacher plans and prepares an anticipatory set/introductory activity that prepares students for learning and “hooks” them into the lesson ➤ Teacher identifies and connects learning goals of the overall unit ➤ Teacher plans and prepares a variety of activities for presenting new information, modeling and demonstrating the knowledge/skill ➤ Teacher plans multiple and frequent checks for understanding and adjusts the lesson as needed based on the frequent checks ➤ Teacher plans opportunities for guided practice ➤ Teacher plans independent practice opportunities that align with current student understandings and learning needs
<p>Recognizes and plans according to the differentiated needs of students</p>	<ul style="list-style-type: none"> ➤ Teacher plans activities that meet the needs of visual, oral, aural, and kinesthetic learners. ➤ Teacher recognizes and plans activities to meet the learning needs of students with different learning styles (linguistic, naturalist, logical-mathematical, musical, intra-personal, inter-personal, visual-spatial, and bodily-kinesthetic) ➤ Teacher plans for differentiated needs related to content, process, and product ➤ Teacher plans activities to promote higher levels of understanding as defined in Bloom’s Taxonomy ➤ Teacher plans lessons that build on student strengths while also developing areas of weakness
<p>Recognizes and plans accordingly for the differentiated learning goals and related activities</p>	<ul style="list-style-type: none"> ➤ Teacher plans lessons based on the learning goals and purpose of the lesson <ul style="list-style-type: none"> ○ Presenting new information ○ Practicing and deepening knowledge/skills ○ Tasks that involve generating and testing hypothesis ○ Routine activities that are systematically addressed or daily ○ Activities that must be initiated on the spot ➤ Teacher builds flexibility into the lesson in preparation for adjustments necessary to focus on student learning needs ➤ Teacher connects day-to-day lessons that flow from introduction to practicing/deepening to generating and testing hypotheses in order to create a cohesive unit